

BUSINESS EDUCATION WORLD

Contents
SEPTEMBER
1949

SEP 13 1949

ADMINISTRATION	Training Business Teachers for Professional Leadership	<i>I. David Satlow</i>	11
	Job-Experience for Students in a Small High School	<i>Florence I. Bradley</i>	14
	News of Business Equipment	<i>A. A. Bowle</i>	17
BUSINESS TEACHERS	What? You Have Stage Fright?	<i>George Thomas Tade</i>	18
	Business Education and Our Democracy	<i>Mary Bell</i>	20
	The Integrated Methods Course for Business Teachers	<i>Elizabeth M. Lewis</i>	22
DISTRIBUTIVE EDUCATION	Your Professional Reading	<i>E. C. McGill</i>	24
	"X" Marks the Close of the Sale	<i>Charles F. Petitjean</i>	28
	When to Use Multiple-Choice and True-False Questions in Tests	<i>Donald K. Beckley</i>	29
GENERAL BUSINESS EDUCATION	And Now — "Children's Day"		32
	Correlating General Business with Second-Year Typewriting	<i>Ellen L. Lensing</i>	33
	How To Make Transcription English Stick	<i>Marie M. Stewart</i>	35
OFFICE EDUCATION	A Q-SAGO Unit: Banking Services	<i>Stephen J. Turille</i>	36
	The Colon or the Dash?	<i>Verne E. Waltemyer</i>	37
	The Wire Recorder, My Assistant		
PROFESSIONAL REPORT	Shorthand Teacher	<i>Edith H. Huggard</i>	38
	September Bookkeeping Awards Contest	<i>Milton Briggs</i>	39
	Seven Suggestions for Teaching Business English	<i>Marian S. Ridout</i>	42
	Dictation Material	<i>The Gregg Writer</i>	44
	Business Scene		5
	Summer Crop		6
	People		7
	Groups		8
	Schools		9

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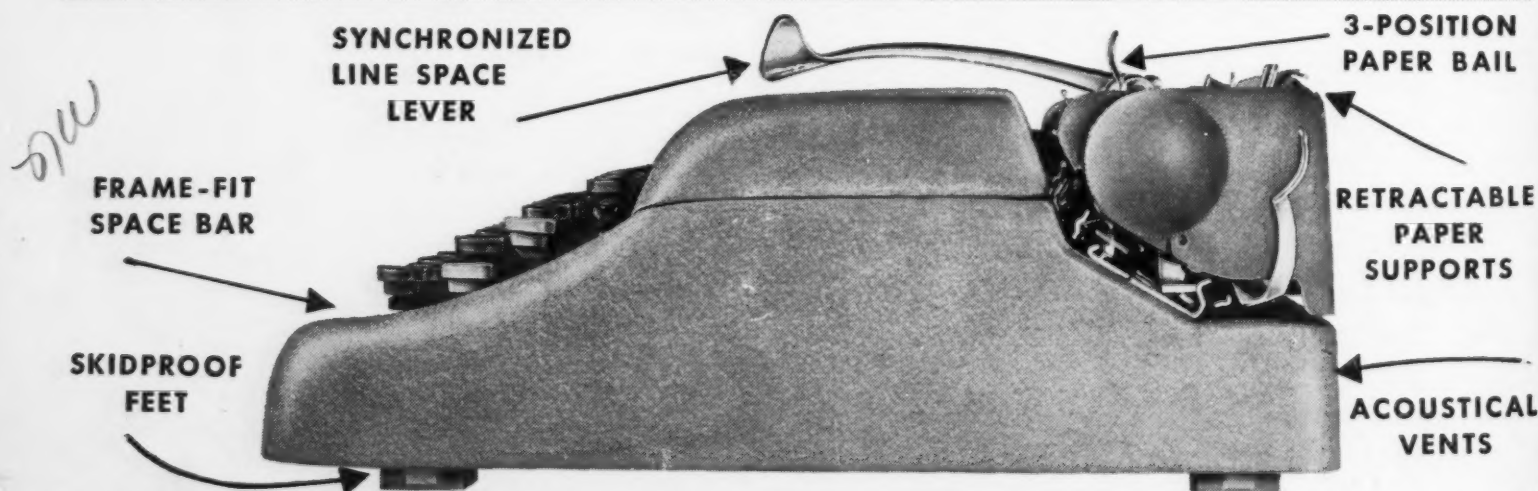
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General
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PROFESSIONAL REPORT

BUSINESS SCENE

Last August the *Business Education World* and other Gregg enterprises hosted business teachers attending Columbia and N.Y.U. summer classes at tour-and-tea-parties held at the McGraw-Hill Building in New York City.

As an item of curiosity, BEW quietly asked fifty teachers three questions:

"Do you read any business (not business education, but business) journal?"

"Do you read the financial news in any newspaper regularly?"

"Can you name the business or financial editor of any New York City daily?"

Answers: On the first two, 100 per cent negative; 96 per cent negative on the last. Data are short, but implications are obvious.

Business educators spend so much time on *educating* (lesson planning, paper marking, activity sponsoring, some professional reading) that they have little time left for *businessing*.

So, BEW innovates something for business-teacher journals: a monthly report on the business scene.

Source of information for this monthly report is a magazine that no business teacher can subscribe to, that few have ever seen, but which is part of the pulse of business executives: McGraw-Hill's *Business Week*.

Business Week, like other weekly news magazines, has a nationwide, even international, draft on news; but it specializes in business news exclusively. "BW," as the magazine's writers and readers tag it with the same easy familiarity that our readers call our magazine "the BEW," reports business news, interprets business news, prophesies business news.

There is one hitch: To subscribe to BW you must be a business execu-

tive. Circulation is restricted. For the BEW Editor to get on the list, two vice-presidents of Gregg had to intercede in his behalf.

"The Business Scene," therefore, will be a monthly digest of those BW items of interest to business teachers (give you the conversational topics of businessmen, as it were) without attempting to parallel BW's amazing performance of presenting up-to-last-Friday's business statistics.

Business Recovery?

The economists' forum talk about the present recession's being a "settling down" and "cleaning up inventory" period appears to be accurate.

The story is this: Consumer demand at the end of the war encouraged businessmen to "stock up" in the hope that the demand and the willingness to pay top prices would continue. This is as true of steel as it is of your neighborhood haberdashery. By and large, business overdid it.

When immediate consumer needs were met, resistance set in. High costs made some consumers rebellious, pushed others out of the market. Business was stuck with its stock.

Take shirts, for example. The manufacturer had an oversupply. So did his wholesalers. So did his retailers. Extra shirts, all along the line. The same story is true of practically every item from hoist motors to canned beans.

What can business do under these circumstances? Two things: *promotion* to move more items, even taking price cuts as a last resort; *curtailment* of buying, all down the distribution line. Example of the first: Arrow sport and fancy shirts offered a cut of 46 per cent in retail price; Goodall-Sanford cut the price of Palm Beach suits 28 per cent. Ex-

ample of the second: our business recession.

Retailers have been buying less from wholesalers; wholesalers, less from manufacturers; so, many manufacturers have reduced operations while waiting for the inventories to be reduced. Less money spent all along the line—recession.

How long do we wait? Where is "the bottom"?

Already the soft-goods fields (for example, clothing) are picking up; so are the fields of basic raw materials. Hard goods (for example, furniture) are expected to pick up this autumn. All this means that we *may* have hit bottom and started up.

But there are hazards, and the newspaper headlines may tell the answers before the economists do. It could be that seasonal demand and business's inclination to restock (in anticipation of labor troubles that might cause shortages) are partially the cause of the pickup in business. In mid-August, for example, Steel was producing ingots at 80.9 per cent of capacity; but Steel was filling orders only at the rate of 70.3 per cent.

If the cause is really seasonal and labor and not the leveling of inventories, next winter may see a recession recurrence. If inventories have been leveled, however, we've hit bottom and *are* on the way up.

Business Conversations

• *Corporate earnings* for the second quarter of 1949 slipped badly, with a few exceptions. Reasons: drop in corporate sales; cutbacks, or cancellations of orders; and the inventory-adjustment problem. But corporate earnings are still healthy, and many a businessman would settle for his present percentage if he could guarantee its permanence. The Council of Economic Advisers fig-

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Editorial Associates: Ruth I. Anderson • Milton Briggs • Claudia Garvey • E. C. McGill • Margaret F. Rowe

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EDUCATIONAL
PRESS
ASSOCIATION
OF
AMERICA

Copyright, 1949, by The Gregg Publishing Company. Printed in the U.S.A. Entered as second-class matter at the Post Office, New York, New York, under the Act of March 3, 1879. Indexed in *The Business Education Index* and *The Education Index*.

ures that corporations netted about 5.3 per cent on sales in 1948. In the first quarter of 1949 this margin dropped to 4.8 per cent, and in the second quarter it was still lower.

- *Disinterest in a job* may result from not knowing whether one is doing his job well, says Dr. Frederick Dershimer, industrial psychologist at E. I. Du Pont. He advises Du Pont bosses to be frank with subordinates, tell them definitely where they stand. He believes that bosses tend to avoid frankness more to spare themselves an unpleasant task than to spare a subordinate's feelings. Like teaching.

- *The Book-of-the-Month Club*, says a Federal Trade Commission trial examiner, should be stopped from advertising "free" books—unless the books are actually distributed with no strings attached. As it is, he says, members who don't buy their fourth book within a year get billed for the "free book."

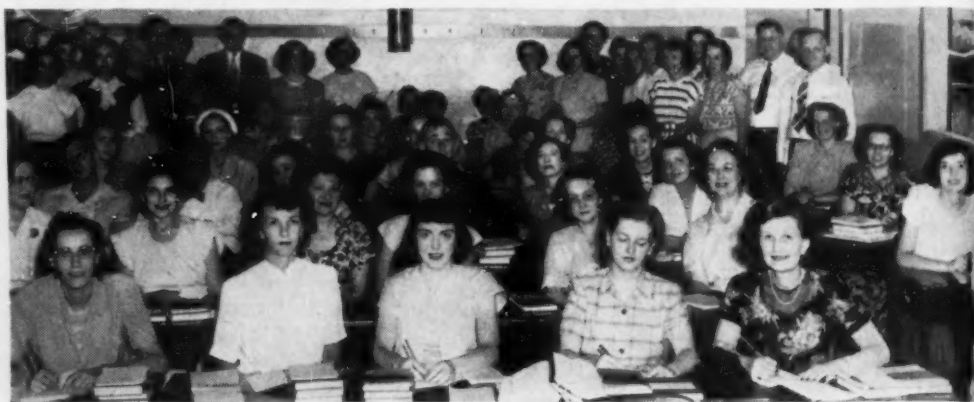
Entrepreneurs

- New York City's R. H. Macy & Co. has been offering two tickets to the hit musical, "South Pacific," with each purchase of a Westinghouse television receiver.

- Miss Business Teacher can watch for this: A button manufacturer is carding fancy buttons for distribution through your local beauty shop. The angle: "Beautify your clothes, too."

- Watch for this if unemployment increases: a union for jobless workers. The idea has already had a tryout in Hawaii, where the strike of Harry Bridges' International Longshoremen's and Warehousemen's Union has had quite a siege of tying up the docks and making workers unemployed. The Territorial Legislature, by easing requirements for unemployment benefits, took the wind out of the sails of the Unemployed Worker's Organization, so that the group has become "inactive," except for a set of officers, reportedly paid by the I.L.G.U. The original organizers for U.W.O. were men linked closely to Bridges.

- An appliance distributor in Salt Lake City, seeking a volume big enough to justify cut-rate reductions of 15 to 33½ per cent on manufacturer's "suggested price" on standard makes, has been trying spectacular merchandising methods. Example: newspaper ads featuring coupons worth \$100 to \$125 in discounts from regular retail prices on certain well-known makes of ranges and refrigerators.



AT RIDER COLLEGE, over threescore attended a three-day orientation course in Gregg Simplified taught by Louis A. Leslie (white shirt, dark tie, in back right-hand corner) in mid-June. Coauthors Leslie and Zoubek and many of their Gregg associates spent the entire summer in conferences, workshops, and seminars, telling groups about the shorthand revision.

SUMMER CROP

Most institutions that train business teachers sponsor summer conferences. Objectives: (1) to serve area business teachers; (2) to enrich offerings for enrolled summer-school students; (3) to attract to campus a host of teachers, some of whom may become interested in starting or continuing graduate work; and (4) to get publicity for the department.

Traditionally, the summer conference in business education is a day-and-a-half or a two-day affair. It features two or three sessions, each of which deals with a single subject area, like shorthand or bookkeeping; a luncheon or a dinner at which a speaker brackets the field with a shot of inspiration; and a social event, probably a picnic.

Summer, 1949, has seen some brave departures from that traditional pattern, in the face of difficult conference-planning problems. Typical problems: (1) Audience sophistication; business teachers are not easy to "reach." (2) Teachers want name personalities instead of local talent, and bigwigs are usually both busy and expensive. (3) Teachers are less interested in new developments than in how-to-teach-it demonstrations. (4) Speakers are increasingly unwilling to take a long jaunt to talk for a few minutes—one speaker traveled 600 miles to a conference only to find that his part in the program was confined to a 10-minute presentation. (5) On-campus students are often tied up with non-business courses, examinations, etc., and cannot attend a conference even in their own backyard. (6) Heat.

But summer, 1949, was a time when a hint of a discussion of the new Gregg Shorthand revision

would lure teachers to campus regardless of other conference offerings; so the planners at last had an opportunity to pioneer.

- Fries of Northwestern, Trytten of Michigan, and Hanna of Ohio State went deep into "group dynamics": in identical programs on all three campuses, they featured sessions in which a speaker made a presentation for half an hour; the audience divided into groups with local leaders to review and discuss and prepare challenges on the address; then the audience reassembled to hear the speaker retort to the challenges. Freeman of Paterson (New Jersey) State Teachers College was their take-all-comers speaker, made "dynamics" dynamic.

- Rowe of Columbia Teachers College set up separate conferences on shorthand and on typing, a week apart. Each conference lasted two days, got down to brass tacks, and attracted large crowds and metropolitan newspaper reporters. Unique feature: placing the audience in a horseshoe seating arrangement around an open area where demonstrators conducted classes.

- Eyster of Indiana and Lomax of N.Y.U. tried this experiment: use of featured speakers at an opening "general session" followed by "sectional panels" conducted by on-campus graduate students.

- Like Doctor Rowe, Clyde Blanchard of Tulsa set up separate (but one-day) conferences. His former Gregg associates, Alan C. Lloyd and Robert N. Tarkington, helped launch these first Tulsa conferences, speaking and demonstrating on typing and shorthand, respectively.

- Puckett of Denver ditched the formal summer conference altogether. In its place he brought to campus five speakers, each a week apart, and gave each speaker a full



AT THE UNIVERSITY OF TULSA, where Clyde Blanchard has launched a graduate program in business education with an immediate start of twenty-five degree candidates, there were two conferences. Above is a luncheon group of some of the Oklahomans who braved 90-degree temperature to watch a four-hour typing demonstration at the first conference.

afternoon to deliver his goods. Because the afternoon schedule did not interfere with summer classes, attendance was good. Because the speakers had enough time to warrant detailed preparation and a full presentation, their talks drew hearty applause.

- Summer workshops of a week or more drew big crowds at many schools—Penn State, Ohio State, and others—for a teacher knows that in a week he can get more than professional adrenalin. At Penn State, the workshop was for private-school people and (is this unique?) carried graduate credit. At Gregg College, three week-long seminars were conducted by the authors of Gregg Simplified to orient teachers in the shorthand revision; Northwestern drew a crowd of 117 for a similar four-afternoon seminar.

Summary: Summer, 1949, will go down in business-education history as the time when (1) business teachers talked most about a shorthand

revision and the need for a general business-citizenship course, and when (2) conference planners did a lot of original thinking.

PEOPLE

Collegiate Appointments

CHARLES B. HICKS, formerly of Western Michigan State College and recently a graduate student completing his Ph.D. at the University of Michigan, to Ohio State University, as an assistant professor in the Department of Business Organization and as director of the secretarial program . . . EARL NICKS, from vice-principal of Packard School in New York City, to Chairman of the Departments of Business Education (Teacher Training), Secretarial Science, and General Business Administration, University of Denver . . . DR. DAVID SESSLER, to principal of the Long Island City High School.

Promotions

MILTON BRIGGS to assistant principal and head of the Business Education Department in the New Bedford (Massachusetts) High School. . . . JOHN N. GIVEN, from supervisor of business education, to supervisor of school-community-vocational relations in Los Angeles . . . DR. HELEN REYNOLDS, from associate professor of education, New York University, to full professorship . . . DR. J. FRANCES HENDERSON, formerly of Oklahoma A. & M. College and a member of the staff at the University of Southern California since 1946, promoted from instructor to associate professor of business education and secretarial administration.

Business Appointment

To the Gregg executive staff, CRAWFORD A. TREAT, as manager of Gregg's new private-school department. Mr. Treat for the past thirteen years has been a member of the McGraw-Hill college department staff. His duties at Gregg will include the editing of a feature column in the new Gregg *Business Teacher* and the promotion of the firm's service to private schools.

Personally Speaking

- ESTA ROSS STUART, always on the search for improved techniques of teaching typing and shorthand, has resigned from her post in the School of Education in the University of California at Berkeley, to devote her full time to research and experimentation in those studies.

- WILLIAM E. DOUGLAS, president of Goldey College, was honored at a dinner by over 300 graduates, educators, and Wilmington businessmen



Charles B. Hicks
... to Ohio State University ...



Crawford A. Treat
... to Gregg executive staff ...



Esta Ross Stuart
... always on the search ...

Wanted: 100 Reader Research Associates

The Editors of the *Business Education World* wish to obtain the counsel of 100 readers—

- 50 High school teachers
- 10 Business college teachers
- 10 Graduate students
- 10 Teacher trainers or state supervisors
- 10 Supervisors or department heads
- 10 Administrators or school owners

—who will each month write the editors a letter commenting on the most desirable and the least desirable feature of each issue this year. In return, each Reader Research Associate will be given a year's extension on his subscription and appropriate professional recognition.

Any reader who wishes to volunteer his co-operation is requested to write this magazine, giving name, address, description of present business-education responsibility, and description of previous teaching experience, in order that the editors may select for the Reader Research Board a group that gives adequate geographic, subject-matter, and classification coverage. Write at once to:

The Business Education World
270 Madison Avenue,
New York 16, New York

Where, Oh Where Is the W.W.T.?

For the past two years the World's Worst Transcript has been a popular feature of this magazine. But during that time many teachers have written, "The W.W.T. is really a student learning exercise. Why don't you publish it in the students' own magazine, *The Gregg Writer*, so that each student has a copy?"

We've given in to that request. The W.W.T. now appears in *The Gregg Writer*.

And it's improved, too. Miss E. Lillian Hutchinson has ingeniously combined the W.W.T. with her popular Transcription Talent Teaser. Each month she presents a letter that contains not only random errors (characteristic of the W.W.T.) but also many errors of a selected type. The September and October problems, for example, are "loaded" with comma errors; November, with semicolon errors; and so on.

In addition to presenting the errorful transcript and a key to its correction, Miss Hutchinson gives a complete explanation of the rules violated in the transcript.

PROFESSIONAL REPORT

on the occasion of the fiftieth anniversary of his association with the business college. He has been president of the institution since 1912. Among the testimonials presented Mr. Douglas was a handsomely bound volume of 325 congratulatory letters from various school and business people throughout the country.

• ALICE OTTUN, president of the Commercial Education Association of New York City and Vicinity, has resigned her post as Dean of Pace College after twenty years' association with the school. Miss Ottun has seen the school grow to national prominence and its enrollment grow from 100 to today's 5,600. She has been active in numerous professional organizations.

• Famed DR. W. W. CHARTERS, director of research at Stephens College and well-known curriculum expert, is retiring after twenty-eight years of service at the Missouri institution. On October 17 and 18, the school will honor him with a conference on educational engineering.

Bereavements

• DR. WALLACE A. MANHEIMER, a Brooklyn, New York, business teacher who became a playwright, a Ph.D., a public health authority, and most recently the principal of Long Island City High School, died suddenly on June 2 of a cerebral hemorrhage.

• ALICE M. HUNTER, former assistant editor of The Gregg Publishing Company, died last spring in Baltimore. Miss Hunter, well-known shorthand teacher and author of *Graded Readings in Gregg Shorthand*, had in recent years been Personnel Director of the United States Fidelity and Guaranty Company of Baltimore.

• ELSTON E. GAYLORD, one of the pioneers in business education and for forty-one years head of the Commerce Department of the Beverly (Massachusetts) High School, passed away on July 16. Although he had been in ill health for several years, he was active up to within a week of his death. A past president of the EBTA and an active participant in the NBTA and other business-education organizations, he was widely known by business teachers. He was the founder of the National Commercial Teachers Agency, which he established in 1903 and which he managed up to the time of his death.



Clarice M. Robinson
... the ministers' business ...

Doctorate

• CLARICE M. ROBINSON, of Western State College, Macomb, Illinois, Doctor of Education, from Indiana University. Dissertation: "An Analysis of the Business Activities of 120 Protestant Ministers," under the direction of Dr. Melvin S. Lewis, June, 1949. (Note: Study was conducted while Miss Robinson was director of business education at Anderson College, an institution that trains ministerial students. Abstract of dissertation available to those who request a copy from the author.)

GROUPS

New Officers

• United Business Education Association: DR. ALBERT C. FRIES (Northwestern University, Evanston, Illinois), president; DR. EDWIN A. SWANSON (San Jose, California, State College), vice-president; IRENE BROCK (Wyandotte High School, Kansas City, Kansas), treasurer; and HOLLIS GUY (Washington, D. C.), executive secretary.

• Catholic Business Education Association: BROTHER JOHN M. MURRAY, F.S.C.H. (Rice High School, New York City), president; SR. MARY LIGUORI, O.P. (St. Mary's Dominican College, New Orleans), vice-president; SR. MARY GREGORIA, B.V.M. (Mundelein College, Chicago), secretary; and SR. M. REGIS, O.P. (St. Vincent Ferrer High School, New York City), treasurer.

• Gregg Teachers Association of New York City and Vicinity: EDWARD KRAMER (Wadleigh High School), president; DOROTHY REEVES

(Fairleigh Dickinson College), ETHEL TOWNSEND (Berkeley School), and MRS. BELMIRA MIRANDA (James Monroe High School), vice-presidents; and ARCHIBALD A. BOWLE (Gregg Publishing Company), secretary-treasurer. A pictorial review of the recent shorthand contest conducted by the Association is a feature of the September issue of *Gregg's Business Teacher*.

• Ohio Business Schools Association: O. J. KERSTEN (Warren Business College), president; J. T. THOMPSON (Steubenville Business College), vice-president; I. R. ZIMMER (Butler County Business College, Hamilton), secretary; and RUTH DAVIS (Davis Business College, Toledo), treasurer.



OLD HOME WEEK at Highlands University, Las Vegas. Pictured here are four former and the current director of business education at the University: Robert E. Slaughter, vice-president of The Gregg Publishing Company; Dr. Lloyd Douglas, Iowa State Teachers College; Dr. E. Dana Gibson, San Diego State Teachers College; Vernon Payne, present department head at Highlands; and Dr. Paul Lomax, New York University. Reunion of these men was made possible by their being invited as featured speakers at Highland's annual summer conference.

New State Officers

Recently elected officers of business-education sections of state educational associations include the following:

Idaho: D. S. THORNTON (Lewiston), president; OPAL DELANCEY (Moscow), vice-president; and HAZEL ROE (Boise), secretary-treasurer.

Illinois: CLARENCE CAREY (Chicago), president; NORRIS MITTS (Pekin), vice-president; MRS. LAURA L. BROWN (Chicago), secretary; and MARY SULLIVAN (Monmouth), treasurer.

NABTTI Joins UBEA

The drive to unite all business-education organizations under the

banner of the United Business Education Association has taken another step forward: the National Association of Business Teacher-Training Institutions has affiliated with UBEA.

This action was authorized by NABTTI at its St. Louis meeting last February, and STEPHEN J. TURILLE (Madison State College, Virginia), was appointed chairman of a committee to work out the affiliation details. This past summer, Doctor Turille's committee completed its plans: NABTTI becomes the teacher-education division of the UBEA.

President of NABTTI is E. C. MCGILL, State Teachers College, Emporia, Kansas.

Conference Calendar

Tri-State Business Education Association: October 7 and 8, at the Roosevelt Hotel, Pittsburgh, Pennsylvania.

National Business Teachers Association: December 28 at the Palmer House, Chicago, Illinois.

SCHOOLS

Bryant College Rechartered

Bryant College, founded in 1863 and incorporated in 1916 with authority to grant degrees, has now been chartered as a nonprofit institution, Bryant College of Business Administration, by the state legislature of Rhode Island. Bryant has grown steadily for eighty-six years under private management, especially during the past forty-two years under the guidance of PRESIDENT HARRY L. JACOBS. Today Bryant has twenty-two buildings; at the August commencement, over nine hundred young men and women received their degrees.

Doctor Jacobs was elected president of the new institution. E. GARDNER JACOBS was elected vice-president; and JOHN L. ALLAN was elected secretary. Among the new trustees is DR. PAUL S. LOMAX, of New York University, who just a few weeks earlier had been made chairman of the board of trustees of another school, Packard College.

Briefs

• The Berkshire Business College, Pittsfield, Massachusetts, observed its ninetieth anniversary on July 1.



READY FOR the final gun are these contestants, winners of previous eliminations, at the "Upper Midwest" typing contest conducted recently by the Minnesota School of Business. Prizes included five portable typewriters, fountain pens, cups, and medals (shown on table at right); and a two-year-scholarship grand prize won by Arlyce Nelson, of Sioux Falls' Washington High School, for typing at 73.2 w.a.m. gross (68.2 net) for 10 minutes in the speed contest, for typing with 97.66 per cent accuracy in "proof typing," and for typing with 99.26 per cent accuracy in a "comprehensive" production test. In a separate, 15-minute speed contest among MSB's own 1,100 collegians, Byron Standahl took first place with a net (2 errors) of 93 w.a.m. W. O. Starr, of MSB's typing department, ran the show.

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ADMINISTRATION

Readying Supervisors School administrators and department heads bear the responsibility for training teachers for advancement. Doctor Satlow, an outstanding department head in a large school, tells here what is expected of the business teacher who is a candidate for promotion and what a supervisor can do to help the candidate qualify.

Training Business Teachers for Professional Leadership

In his dealings with his staff, the supervisor is in the enviable position of guiding teachers in their professional growth and of preparing them to assume positions of leadership.

Although it is difficult to set up a specific mold into which the would-be supervisor is to be fitted, no one can take exception to the following specifications for supervisory material: (1) the would-be supervisor is an integrated human being; (2) he possesses sound scholarship; (3) he is an expert teacher; (4) he has made significant contributions to the department; (5) he has made himself felt as a vital force in the life of the school; (6) he is professionally alert; and (7) he possesses executive ability.

Growth As a Human Being

The would-be supervisor will be called on to deal with human beings; and, in such dealings, he will frequently find it necessary to solve personality problems. He will not be able to solve these problems effectively if he is not himself an integrated personality.

The degree to which he will be able to deal with human beings will depend in a very large measure on the degree to which he himself has grown as a human being. If he has learned to make satisfactory adjustments, his reward will be in the form of a well-rounded personality; if, however, he has developed a distorted personality, his growth will be hampered. The supervisor, in close contact with the new teacher, is in a position to guide the personality development of the teacher.

A number of personality traits bear watching. The obvious ones, of course, are appearance and speech. Appearance is not confined to clothing; it includes the general bearing of the person, the impression his appearance on the scene creates with people. The would-be supervisor

I. DAVID SATLOW
Thomas Jefferson High School
Brooklyn, New York

should have a speech pattern that is neither elementary nor pompous. His spoken thoughts should flow smoothly rather than haltingly. His manner should inspire confidence by suggesting modest assurance rather than arrogant egotism.

The would-be supervisor should be of the type that gets along with fellow beings of differing points of view; should be jovial, yet firm; dignified, yet approachable; capable of viewing a situation, arriving at a decision, and anticipating pitfalls likely to be encountered in the execution of his plan. He should be a person able to influence others, one to whom his colleagues can turn for advice on common problems, and one who commands the respect of his colleagues, both in the department and in other departments.

Growth As a Scholar

Teacher-education is a continuous, never-ending process. While there are many supervisors who mastered less of subject-content than did some

of their teachers, the supervisor who is recognized as a leader by his teachers is one who is a genuine scholar.

To prepare for the type of leadership that will command respect, the would-be supervisor should acquire sound and genuine interest in scholarship, both horizontally and vertically.

The department head is in a position to recommend courses and reading matter to the ambitious teacher and to discuss these with him. An integrated plan of study may be evidenced by preparation for graduate degrees. Growth in scholarship may be evidence by conducting an in-service course for fellow teachers, since each meeting requires much research and careful reflection on the part of the person conducting the course.¹

The department head can encourage the alert teacher to have intellectual interests beyond the confines of the classroom. By means of supervisory bulletins, he can introduce staff members to new books in the field; bring to their attention some of the new trends in business, in education, and in business education; and suggest reading matter for those eager to explore new areas. The alert teacher preparing for higher licenses might well render service to the department by preparing such bulletins.

Growth As a Teacher

The supervisor is to be a model teacher, one who is a master of the laws of learning; who understands the nature of the learner; and who is, therefore, able to teach any group within his subject area. As a superior teacher, he will have perfected his lesson-planning technique, improvised his motivations, amassed many teaching devices, established an audio-visual-aids library, devised instructional materials, developed a testing program, and succeeded in obtaining exceptional results in scholarship and in the "intangibles."

How can the department head assist the promising teacher in perfecting his skill in teaching? In the first place, the supervisor can assist the ambitious teacher in the evaluation and improvement of his lesson



I. David Satlow

¹Doctor Satlow's comment here concerns the in-service courses conducted for their associates by selected teachers in New York City's public school system. These courses are known as "alertness" courses, which are to be taken by those seeking to advance on the salary scale.—Editor

plans. He may devote extra time to visiting the classes of the superior teacher to help him find those phases of teaching that can be improved; and he may suggest, at the post-visitation conference, some methods and devices that will bring about enriched teaching.

Follow-up visits will aim at determining the degree to which improvement was shown on those techniques called to the teacher's attention. The visit to the superior teacher's class will be aimed at perfected teaching rather than acceptable teaching.

The department head will encourage intervisitations on the part of this supervisor aspirant and will guide him in what to look for and how to appraise the work of others. At first, the supervisor will suggest areas in which audio-visual aids, problem materials, and achievement tests might be devised. Later, he will devote time, in personal conferences, to appraising the materials that have been developed by the teacher and will offer advice as to revision or modification in the light of his experience and professional maturity. In time, the teacher himself will exercise initiative in independent discovery of areas in need of new materials and will promptly proceed to devise the materials.

The chairman will help the would-be supervisor acquire a kaleidoscopic view of departmental offerings and related problems by providing him with the opportunity to teach every subject and grade in the department and by programming him to the various ability groupings within each grade.

The supervisor will call attention to demonstration lessons, addresses, and periodical literature; he will encourage experimentation; in short, he will share with the superior teacher those teaching experiences that are on the highest professional level.

Growth in the Department

A dynamic personality, thorough scholarship, and skill in teaching, in and of themselves, are insufficient preparation for effective supervision. It is always the hope of administrators that, as each new appointee acquires experience, his continued service will be measured by something more than the mere attainment of the following year's status on the salary schedule—that the annual increment will be paralleled by growth in personality, scholarship, and teaching technique. From the aspirant for a supervisory position, ad-

Teacher Supply

Question: Does the grave post-war shortage of trained teachers continue?

Answer: In the elementary school, yes; in high schools, no.

Statistics: In an NEA-sponsored study in 21 states, need for elementary teachers was 20,741 and new supply is only 10,598; need for high school teachers, 15,507, and new supply, 17,321.

Source: A 1949 study by Ray C. Maul, "Teacher Supply and Demand in the United States."

Observation: These interesting patterns in the high school—over-supply of foreign-language teachers, 84 per cent; of social-science teachers, 57 per cent; of business teachers, 3 per cent.

Speculation: If those unneeded social-science teachers took some business courses, to qualify for teaching general or basic business, would the introduction of a general business-citizenship course be speeded up?

ministrators expect evidence of leadership and of the ability to view professional problems from the point of view of the entire department. How can this be shown?

Membership on committees, participation in conferences, preparation of bulletins, and service as grade leader, sponsor-teacher (guide for a new appointee), and as alternate for the department head give the would-be supervisor opportunity to exercise initiative and develop leadership. The candidate can also engage in research, experiment with new techniques, develop projects, devise audio-visual aids and other instructional materials, arrange bulletin-board displays and exhibits, take charge of the department's professional library, present demonstration lessons, supervise the departmental publication, and conduct extracurricular activities.

The department head can provide teachers who are eager to prepare for higher posts with opportunities for acquiring experience in the administration of a department by having them prepare guidance material, administer the department's uniform testing program, supervise the stock room and bookroom, keep perpetual inventories of textbooks and supplies, and assist with the programming of the staff.

When the scope of the ambitious teacher's administrative activities reflects guidance rather than exploitation by the supervisor, a va-

riety of experience will result in a breadth of view that encompasses the many demands on a capable supervisor. These activities bring the teacher into close contact with his colleagues. Through working efficiently, but unobtrusively, with his colleagues, the would-be supervisor discovers the dynamics of teacher-behavior. This discovery will prove of great value to him in his advancement.

One important index of the would-be supervisor's growth as a department member is the esteem in which he is held by his colleagues. If they speak highly of him and turn to him spontaneously and with deference for his reaction, administrators can be certain that he possesses the attribute of leadership.

Growth As Member of the School

In most secondary schools, the teacher's activities are confined to his own department. This is understandable in the case of a beginning teacher who is preoccupied with mastery of his subject specialty and with its organization into teachable units; but it is inexcusable on the part of the experienced teacher.

The alert teacher who seeks to advance professionally will make it a point to learn about the objectives, content, materials, and methods of departments other than his own, for he will know that his own teaching will be incomplete in the absence of such knowledge. "Correlation" and "integration" are empty words when we do not know *with what* to correlate and integrate!

The alert teacher will also wish to know his professional co-workers. He will discuss with the nonbusiness teachers the learning and behavior problems of specific pupils in his classes, seeking a joint solution to common problems. Knowledge of educational objectives and of learning experiences beyond the confines of one's own department is an absolute necessity for proper guidance of pupil growth.

The alert teacher will leave his mark on the total school situation by contributing freely, but judiciously, to the discussions at general faculty conferences; participating actively in the deliberations of general faculty committees; co-operating vigorously in school projects; and directing enthusiastically extracurricular activities that are not confined to any one department. The supervisor is often in a position to suggest such activities to the ambitious teacher and to recommend him

for assignment to those activities.

There are many other ways in which the wide-awake teacher can reveal that he is part of the teaching body, not merely a department member. Situations abound in which suggestions for improvement of forms and routines can be made or in which simple research can be carried on. The situations often reveal ability to analyze, to anticipate consequences, to organize a plan for action, and to execute it efficiently. The alert teacher will sense these situations. The conscientious supervisor will encourage the teacher to make his contribution for the betterment of the school.

Growth in the Profession

The department head has many opportunities for providing the able teacher with a rich experience and a breadth of view through professional contacts beyond the confines of the school building. Some of these opportunities will bring the teacher into personal contact with many leaders who are in the vanguard of educational thought and activity; other avenues of activity will bring the teacher and his ideas to the attention of people in the field. What are some of these ways?

The devices are many and varied, depending on the resourcefulness of the supervisor. Standard activities include: (1) encouraging the teacher to join professional associations; (2) recommending him for service on organizational committees; (3) suggesting his name as convention speaker; (4) encouraging the teacher to write professional articles and textbooks; (5) helping him organize an in-service course for teachers; (6) encouraging participation in curriculum workshops; (7) recommending his name for service on city and regional syllabus committees; (8) distributing to various supervisors and administrators materials devised by the teacher; (9) encouraging him to establish contacts with business and industry; (10) having him attend professional meetings as proxy for the supervisor.

Through such activities the would-be supervisor meets other professional people and has an opportunity to express his own ideas beyond his own environment. He will inevitably return to his daily work with a vitalized approach.

Growth in Executive Ability

Essentially, the following traits are among those that will be sought in the potential supervisor: (1) ini-

tiative; (2) perseverance; (3) regard for the feelings of others; (4) perspective—seeing things in their larger relationships; (5) ability to devise short cuts; (6) knowledge of whom to entrust with responsible assignments; (7) ability to get along with people.

The many activities described in this article provide opportunity for the teacher to develop a pattern of behavior for dealing with others. They also provide the supervisor with opportunity for studying how the ambitious teacher measures up to the essentials of leadership.

The supervisor is likely to confront several problems in his efforts at training future leaders. When he meets a teacher who is capable but overmodest, self-deprecating, the supervisor must "handle" him most delicately. He is not to be made aware of any attempt toward "grooming" him for positions of responsibility; he is to be given a variety of experience and much encouragement before any mention is made of advancement.

On the other hand, the supervisor may come across an opposite type of person, one who has little ability and who holds no promise of developing the seven qualities suggested here, but who because of vanity or for monetary return feels that he would like to prepare for a supervisory post. A situation of this kind calls for firmness. The false leader should not himself be misled; he should be told specifically that, while no one can stop him from making preparations for the higher job, his shortcomings (which should be stated) would bar his success in that direc-

tion. The disappointment may be shocking, but not so disastrous as it would be if it were preceded by many years of effort devoted to courses and other preparation for eligibility as department head. In fact, it becomes the departmental chairman's duty to guide some people away from—in the same manner in which he is guiding other people toward—application for supervisory positions.

Throughout this guidance program, the department head is to be circumspect. He should assiduously avoid the possibility of being accused of favoritism. While preparing the exceptional teacher for leaving the school through promotion to another post, he can ill afford to alienate those who will stay on as his classroom teachers.

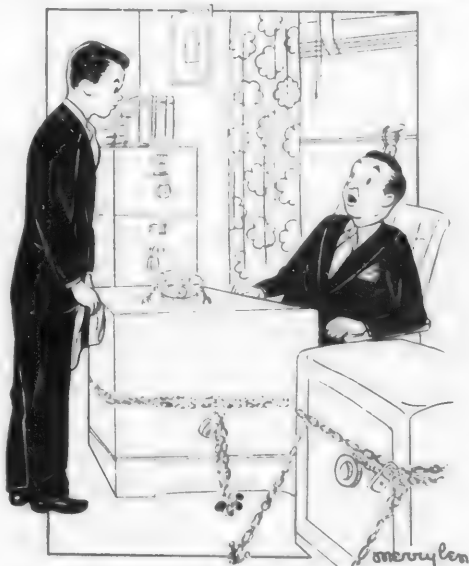
Why All This Trouble?

Since the program outlined here entails much time, thought, and energy from the supervisor, it might be well to ask, "Why should a supervisor go to all this trouble?"

The general level of supervisory service (hence, of teaching and of learning) is raised when qualified people enter positions of leadership. Through assistance to qualified people, the supervisor is making a distinct contribution to the profession. Preparing some teachers for promotion is a tangible way of rewarding those who apply themselves avidly to the welfare of the school and the growth of the pupils. Then, again, professional zeal is infectious: when teachers have several "livewires" in their midst, the quality of everyone's work improves. Seeing colleagues advance provides an incentive for other department members to become better craftsmen; they realize that their work is of a blind alley variety only if they choose to make it so.

Furthermore, the supervisor himself is likely to benefit from this kind of guidance. In addition to the personal satisfaction that results from helping others to elevate themselves from the rank of subordinate to that of peer, there is also the professional growth that results from guiding the growth of others. The supervisor who trains some of his teachers for supervisory work does not stagnate. After a time, if the supervisor has prepared a sufficient number of his teachers to take their places as supervisors, his own status in the profession is enhanced. He veritably becomes recognized as a leader of leaders.

PRINCIPAL'S OFFICE



What do you mean—a "problem" school?

Blow by Blow

The author of the following contribution sent us a manuscript about the fine work-experience program she developed when she was teaching at Griswold High School in Jewett City, Connecticut. When the editor raised a question or two, she wrote back, "But that is what really happened. I have it all in my diary." So we said, "You do? Good! Let us publish the diary instead of the manuscript."

Job-Experience for Students In a Small High School

April 26, 1947

In a town like this one, I should think that co-operative work experience should be not too difficult to arrange. It's a mill town, and the mill offices are our biggest employers. I'll have to see what the students think of the idea. If they like it, I'll call on the personnel managers. We shall see what we shall see.

April 27, 1947

Well, talked with the office-practice group about the plan. Explained that we might be able to arrange for each member of the class to work for a full week as a regular office employee. "Swell idea," they said.

"Do we have to find our own jobs?"

"Not necessarily, but maybe. I'll help."

"I'm working after school now; could I miss school and work full time during my week?"

Checked and found that several members of the class are working after school—mill offices, business offices, one in a doctor's office. This news seemed to encourage the others.

April 28, 1947

Saw the Big Three personnel managers. Will co-operate. Told them about the students whom I would send down. Can arrange jobs for most students in the class, even for those already working—they can switch jobs for their week.

Reported to students. Enthusiasm high. Explained that the jobs would rotate; not all students out on jobs at same time, but about half at a time.

After-class conferences. (1) Ann, my A-1 who will be a success in any office, is already working in mill office after school; would have to get excused, which would cost her \$12 salary; says she's willing to gamble on it. (2) Jane, about the same proposition; says, "Mr. F—— prom-

FLORENCE I. BRADLEY
Concord College
Athens, West Virginia

ised me an office job full time as soon as I graduate. He likes my work now. My mother doesn't approve." (3) Jean wants to serve an apprenticeship in the Treasurer's Office at the mill. (4) Several want to know about pay; told them about it. (5) Some students definitely cannot participate—which may be just as well; I'd rather start with a few who are sure to succeed than to start with everyone and have even just one fail.

Which reminds me: Maybe next year I should erect a protective barrier to screen out of our office-practice course those students unwilling and ineligible for co-operative work. Maybe?

April 29, 1947

Double-checked with Mr. R—— [principal], who says, "By all means go ahead and see how the experiment turns out." I was afraid he might change his mind about letting students out of school for a week. Had to concede one adjustment for Bob, who might fail his History if he missed a whole week; he's coming to school in the morning, getting afternoons off.

Jane's mother changed her mind when Jane told her she could get a 5:30 ride home; so Jane goes into mill office and starts Monday at 9:00.

In class, discussed scores given students by the teachers for whom they have been working¹ and talked about office dress, etiquette, protocol, and so on. Students at a peak of interest; paid close attention.

May 1, 1947

It's amazing how little our students know about our local indus-

¹ At Griswold, each office-practice student works also as student secretary and stenographer to a teacher. Periodically, teachers rate their "employees" on a personality and performance rating scale.

tries. Here we are in a community whose mills produce fine grades of textiles. The mills provide 98 per cent of local employment. One firm is the home office, too; and this firm has just bought up some more factories out of town, thus becoming a national leader in textiles. We have an expanding plastics firm, too. All our plants have ultramodern offices, complete with direct teletype service to their New York sales offices and to subsidiaries.

It didn't seem possible that our students, whose fathers work in these plants, didn't know about these things. Talking about our national standing perked student interest considerably. Led to discussion of problems that students had met during their stints as receptionists in the school office. Well, all set for the co-op tryout.

May 14, 1947

Can hardly teach: Students all want to report on their experiences as office workers. Excitement, excitement. All but Jane; she reports disappointment. Says Jane, "I liked the work, Miss B. The office manager was very nice to me, but no one even showed me where to hang my hat or asked me along to lunch or anything. I think I'll keep my job in the other office. It pays more anyhow." Too bad. All the teachers like Jane, think she has high potential.

Average reaction to the co-op experience: "Learned more last week than in a whole semester in school, Miss B."

May 15, 1947

Wrote bread-and-butter notes to the co-operating office managers. Asked them, also, to rate each student. I'll have to prepare an easy-to-score sheet for the managers to use next year. This experiment all came about and was completed too quickly. I must follow up with a call to those managers and a complete report to Mr. R.

June 18, 1947

Hurrah, about to close up shop for the year. Placed the little lame girl at the office that called up yesterday. She's not an A student, but she is so conscientious and such a fine girl. She was one whose family would not let her get the co-op experience this spring. She's nervous about going to work, but the other girls have told her so much about office work (with a week's experience, they



THE ADJUSTABLE TYPING DESK

In the past two years over one thousand high schools and colleges have "adopted" the Hartnett De Luxe Adjustable Typewriting Desk shown here. The teachers in those schools have found that use of this desk, with the built-in "elevator" for raising and lowering the height of the typewriter, has justified their expectations: Students *do* type faster. Students *do* type more accurately. Students *do* type with less fatigue, with more production. As one teacher wrote us, "Your adjustable desk is a real classroom teaching aid. You have made a major contribution to better progress in learning to type."

◆ The De Luxe Model No. 101 costs \$27.50, f.o.b. Hammond.

And Now—for Economy Budgets: THE ADJUSTABLE TYPING TABLE

Good news for departments with limited budgets for typewriting equipment: You can obtain *adjustable* typing *tables* at the normal price of a typing table only!

For only \$16.70, f.o.b. Hammond, Indiana, you can obtain a typing table with all the adjustment features of the de luxe model!

This new model is 18 inches wide, is 34 inches long, and stands 27 inches from the floor. The "elevator" instantly adjusts the height of the typewriter to any height from 26 to 30 inches from the floor. The table is made of lifelong-lasting Indiana white oak, finished in glistening golden oak. The tapered legs are sturdy. The table has a positively rigid construction; it is vibration free. To reduce your shipping costs, the tables are shipped "knocked down"; but they are easily assembled. The shipping weight of the table is 36 pounds.

The Adjustable Typing Table lacks the "apron" and the useful shelf of the de luxe model; but it has all the adjustability of the de luxe model, the easy-turning adjustment knob, the helpful scale. Like the desk, this table will help *your* students type better, faster, more accurately, more productively, and with less fatigue.

Write to us today. Get full information about this modern teaching and learning aid. Ask for a copy of the research study, "Your Correct Typewriter Height," too. Act today to help your students tomorrow. ◆

HAMMOND DESK COMPANY

5248 Hohman Avenue

Hammond, Indiana



◆ The Adjustable Table, Model 140, costs only \$16.70 f.o.b. Hammond, Indiana.

◆ The coupon below can open the door for more speed, accuracy, and production in your classroom. To unlock that door, clip out this coupon, fill it in, fasten it to a postcard, and drop it in the mail—*today!* ◆

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5248 Hohman Avenue
Hammond, Indiana

BEW
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Please send me:

- ☐ Free booklet, "Your Correct Typewriter Height."
- ☐ Complete information about Desk Model 101
- ☐ Complete information about Table Model 140

Name

School

Address

know *everything*, of course) that her confidence is buoyed.

Ann starts work Monday, leaving her old mill job and joining the plastics firm. So is Jean—right into the Treasurer's office, as she wanted. Everyone in the co-op group placed in a good job.

June 19, 1947

First day at home, and of course Mr. R. had to call from the high school office. Seems the firm in whose office Jane had worked wants to get her back for keeps. It is interesting to note that the co-op work doesn't always get *immediate* results. Tomorrow I start getting my suntan.

October 10, 1947

An early start on co-op this year. Brought up the matter in the office-practice class today: "Last year," I said, "our class had a practice period in offices right here in town. Would you like to have a day off next week to spend watching one of our graduates work?"

They shouted "Yes," of course; maybe it is the lure of a day off.

"Then," I said, "I'll see whether I can arrange it. But remember that this is not a picnic but a business project. You'll have to *work* with that person, you know." They nodded.

October 11, 1947

Spent the morning talking with (1) Mr. R., who once more gives us the school's official blessing, and (2) the three personnel managers who co-operated with us last spring. The latter interview made me feel good, for I got fine reports about our graduates: Ann, my A-1 student, has turned out to be an A-1 office worker, too, and is rated better than most two- and three-year employees, as I'd bet she would; Jane did take that other job and is getting along fine; Jean has measured up, too, and is—at her employer's suggestion—saving her money in the hope of starting in junior college next year; and Evelyn, the little lame girl, was highly commended. Makes you feel the trouble is worth while!

The managers thought the visit-for-a-day would be a good idea, not only for our students but also because the presence of the curious visitors might make their own staffs perk up a bit and feel pride in their capabilities. Arranged a schedule of visits. Managers arranging a schedule of guides—"Big Sisters," they're going to call the guides. Man-

Teachers' Meeting

One school superintendent, anxious to have democratic school planning but recognizing teacher reluctance to be very creative after a day's teaching, reports this successful device:

"We close school at noon once every six weeks and devote the entire afternoon to professional meetings. The entire faculty, from the kindergarten teacher to business manager, takes part. Everyone concentrates on a specific school problem.

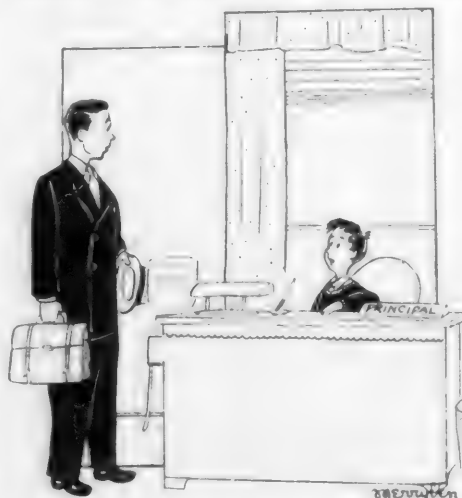
"This year, three meetings took up: (1) the school calendar; (2) examinations and marking system; (3) methods of getting closer to the background and interests of students."

agers said they'd want to meet the students, too; "always keeping an eye open for future employees," Mr. Brown said. This may turn out to be important; there's a recession working its way into the textile field and jobs may be harder to land if the employment market gets much tighter.

October 13, 1947

Today I explained to the class. "You will have your Big-Sister Day on October 15," I told them. "Plan to get to the office on time and to stay until closing. Take your shorthand notebooks with you. Try to lend a hand, if you can, while your Big Sister does her work. Don't get in the road. Ask questions, but mostly keep your eyes open."

Then we had a long discussion of things to watch for during the visit. We made a check list of items—they ranged from clothing to technicali-



I'm in charge until he gets back from lunch. What can I do for you?

ties of filing and billing. I was surprised that the students knew as much as they did. I think this is going to be a good experience.

October 16, 1947

Class discussion on you-know-what. That's a pun, really, for nearly every student exclaimed in class, "You know what? I saw a . . ." Nearly all the students stayed with their Big Sisters for the whole day; but down at the plastics factory Mr. Brown took the eight assigned there for a full tour of the firm's huge office before he surrendered each girl to her Big Sister.

Mary Louise was enchanted by, of all things, the photostatic machine—Portograph, I think M. L. called it. Ruth gave a fine, interesting report on the records kept in one cost department, and told how she was given some figures to add up on a Monroe. Some of the girls did no real work, but no one said she was bored.

We had quite a discussion about rest periods, about "getting ready to leave the office" fifteen minutes before quitting time, and so on. "And so on" included a discussion of rates and standards observed in the offices, too. The last sentence of the last report given was, ". . . and everything had to be done accurately."

March 18, 1948

Called Mr. Osborne to ask whether I might send two student representatives to him. The idea: the students are to collect data for a "plant manual" for our class—forms used, style of letter, punctuation patterns, and so on. Mr. O. said he would be glad to co-operate and added, "will you give me a copy of the manual when you have it completed?"

Think I'll send Sally and Susan. Sally thinks she is going to attend college; Susan is sure to work in her father's office. Neither girl will be doing co-op later this spring; so this is the one chance to let them broaden their horizons a bit.

March 19, 1948

S&S gave their report today, and what a report it was! Mr. Osborne had met and talked with them personally, even took them on a tour of the offices; then he turned them over to the head of the stenographic pool for information needed for our manual.

Mr. Osborne even gave each girl a book on textiles and invited them

to come back again if they would like him to check their report.

March 29, 1948

Well, those questions are all settled—the ones we had asked Sally and Susan about. S&S went back to Mr. Osborne for the answers. Their project has grown from a simple office manual to what amounts to an employee orientation book, complete not only with formal clerical information for the guidance of office workers but also with full information about the company, its branches, its products, and so on.

Sally quoted Mr. Osborne: Mr. O. may turn the book over to his personnel department for editing and actual publication as an aid to new employees. Looking back over last May 1's diary entry, I know I won't have to comment about how little our students know about local plants this year! S&S have taken care of that.

March 30, 1948

Talked with Mr. Osborne on the phone. "I'm not a very good teacher," he said. "I thought up some more material for Sally and Susan. Stuff I overlooked. Could they come back?"

April 7, 1948

The report looks good. It's been quite a project, really. It was all Sally and Susan's at first; but the class elected to duplicate the entire report, and Bill even designed a snappy-looking cover for it.

April 10, 1948

Distributed copies of the report and went through it with the class. S&S are very proud. Whole class is, for that matter. The group is extremely interested in—and much better informed about—local office work. Stage is really set for starting up our co-op program again.

Took time for a quick session in shorthand: how to apply original short cuts to the technical textile terms.

Mr. R.'s daily bulletin included a mention of S&S's project; he commended them and the department very highly. He put a copy of the report in the corridor display case and ten copies on file in the school library. Guidance counselor is interested in having a set of thirty copies for use, room by room, in home-room programs, too. Must get them run off for him.

Hurrah: Mr. Osborne came up to

the school just to get some extra copies to use until his company's edited version of the report gets printed. They're really going to publish it!

April 13, 1948

Mr. R. received a letter from the General Superintendent of Mr. Osborne's firm. "The girls have done a very excellent piece of work, and we are delighted to have been able to co-operate with them in this assignment. Please feel free always to let us know when we may be helpful in matters of this kind." I think I'll frame that letter—as soon as Mr. R. takes it off the bulletin board. Who'd have thought a project by two high school girls could

have turned out to be so big and important and influential a thing.

April 26, 1948

Well, it's time to start our week-long co-operative program again. This time, the stage is set. Principal R. asked me about it just last Friday. The town newspaper reporter was up yesterday to know whether he could have a follow-through story on our program this spring. Our superintendent was with him. Mr. Brown and Mr. Osborne have already called me about this business. And I know what the students think of the idea.

Of course, a mill town like ours is a natural place for a program like this. . . .

News of Business Equipment

Phone Holder

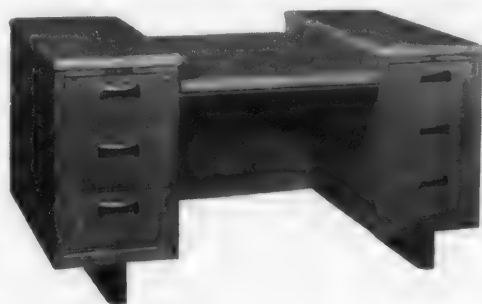
Rest-A-Phone has just been introduced by the manufacturers of the same name, P. O. Box 8788, Portland 7, Oregon. Made of tenite plastic, the new device weighs but one ounce, is styled to fit the shoulder with three-point suspension. The new holder clips on the telephone easily and cannot mar the instrument, claim the makers, for the cradle is lined with soft sponge rubber.

Wonder-Wool

A new, sound-absorbing typewriter pad is the Wonder-Wool, made of long-staple wool with an attractive textured face. Manufacturer is Wonder-Wool, 4903 Everett Avenue, Los Angeles 11, California. The pad is available in several colors and, it is claimed, has permanent resiliency, is amazingly sound absorbing, and does not fray or compress after years of service.

Typing Desk

A new, full-sized typewriter desk, 58 by 32 inches, suited to the needs of the senior executive secretary,



A. A. BOWLE

is the new item of Gunn Furniture Company, Grand Rapids, Michigan. Storage space for stationery and supplies is provided in the two pedestals.

Post Card Feedbox

A new post card feedbox consisting of a metal box, open at both ends, and easily snapped into position for use on the Hart duplicator, has been announced by the Hart Manufacturing Company, 2400 Endicott Street, St. Paul, Minnesota. This patented invention, it is claimed, simplifies the task of running post cards through duplicating machines. The post cards stack automatically when placed inside the post card feedbox. When the feed lever is placed on top of the stack, the machine is ready for operation. Models are available that can be attached to other makes of machines.

Automatic Eraser

A new, fully automatic electric eraser has been announced by Automatic Pencil Sharpener Company, 1801 18th Avenue, Rockford, Illinois. This device is declared to erase pencil, ink, or type, and fine lines or solid blocks with equal ease. There are no switches to move, for it is self-starting, and it stops automatically if too much pressure is applied.

The eraser is designed with molded ribs for easy, nonslip grip. It is carefully balanced and fits the palm, for effortless erasing.

BUSINESS TEACHERS

I... Ah... Er... That Is If your students stammer and struggle when reciting, making a report, or speaking before the school assembly, they will appreciate your telling them about the suggestions of Speechtrainer Tade. Or, if you hesitate to address the faculty meeting, the Kiwanis meeting next Thursday, or your teachers' convention group, perhaps you'll find these suggestions of interest yourself:

What? You Have Stage Fright?

GEORGE THOMAS TADE
Greenville College
Greenville, Illinois

It has been estimated that we utter, on the average, about 210,000 words a week. This single statement is sufficient to place squarely before us the importance of speech in our modern world. Today there is more oral communication than perhaps at any other time in the world's history, but the day of the professional public speaker is almost gone. In our society speech rests largely in the hands of businessmen, executives, physicians, farmers, engineers, and other non-professional speakers. We communicate with our fellows in many different circumstances — ordinary conversation; committee discussion; and, occasionally, formal public address. For most of us, however, speech is not a principal part of our vocation.

Your students will be called on to represent their firms or institutions to the public—in person or on a phone call. They will be expected to present their plans in executive conferences within their business organization. They will use speech, formally or informally, in any one of a hundred other circumstances.

Your students' success or failure in each situation will depend on their business ability and training, it is true; but, to a considerable extent, it will rest also on their ability to communicate their ideas clearly. If there is any one thing that will tend to limit their ability to communicate, it will be their lack of confidence, which finds expression in stage fright.

Causes of Stage Fright

Basically, stage fright is the result of muscle tension and of increased glandular secretion that takes place when we find ourselves in an unaccustomed circumstance. It may be a result of our mental attitude toward any speaking situation. If you have had sweaty palms or have felt the perspiration trickle down your back and armpits, you

know from first-hand experience what discomfort the increased glandular activity may cause. It may be that when you find yourself in a new situation the flow of saliva is increased until it seems that you must continually swallow; or, on the other hand, the flow of saliva may decrease and your mouth become annoyingly dry. Your muscles may seem to tense until the back of your neck is taut. Tenseness may also frequently interfere with proper breathing: you feel that you are "smothering."

These physical changes cause us to focus our attention on our body, to think about our nervousness—and that, in turn, intensifies our physical reaction.

Our mental attitude is of no less importance in playing havoc with our ability to speak. We may not be willing to admit it, but our fear

that others will not think well of us dominates our minds and sometimes even seals our lips. We are all in pursuit of social approval.

If, for example, our dean asks us to represent our school at a public meeting, we are anxious to win his approval and ultimately a promotion. At the same time we fear the speaking situation we must face; therefore, we have a conflict of mental attitudes.

It would be a difficult task to enumerate all the negative mental attitudes that cause us to lose our confidence. A few, however, may be suggestive: We feel that perhaps others are better qualified. We fear that our ideas will not be accepted. We fear that our associates may be inwardly making fun of us. We may feel that our voice or personality will attract unfavorable attention.

Overcoming Stage Fright

It will be obvious to you and to your students that little can be done directly to control our muscle tension and glandular secretion. Indirectly, however, the actual recognition of these physical reactions may relieve the tension to a great extent. It is almost certain, moreover, that every successful speaking experience will reduce the amount of physical reaction that we feel.

Let us offer now some suggestions for overcoming the other basic cause of stage fright, our faulty mental attitudes. The purpose of these spe-



GUIDED TOUR. Kannapolis, North Carolina, business teachers get a firsthand look at one of the business-office machines in the headquarters of Cannon Mills in the city. The tour, shared by groups of city teachers and complete with luncheon and conference, was an experiment in industrial-education relations. The visitors agreed that the experiment was a success, gave them new insight into the jobs for which they were preparing students.

cific suggestions is to help ourselves and our students to substitute positive mental attitudes for the negative ones.

1. Speakers should choose subjects from their own experiences or special fields of knowledge. If they have chosen their subject wisely from their experience and knowledge, they will feel qualified to speak. Thus they will have confidence in their ability.

2. There is no substitute for adequate preparation, whether our presentation is to be given in a closed committee room or from the lecture platform. Even when we have chosen our subject from our background of knowledge and experience, a subject on which we can talk authoritatively and confidently, we still need to prepare for the special speaking situation. Every speaking situation is different and demands adaptations in preparation to fit the audience. We must not be content to feel that our experience alone is sufficient. Adequate preparation gives us assurance that we will be at our best.

3. Memorize the opening lines of the speech. Most speakers find that the first one minute is the most difficult. If we succeed in this opening period, we shall have achieved poise; and we shall be able to continue without fear.¹

4. Giving the speech orally in advance of the presentation will give any speaker greater confidence. Using the speech material as the basis for informal conversation will also help to clarify one's ideas and to gain power in their presentation.

5. Cultivate a conversational, informal approach in speaking—you might even begin leisurely. Speak to those about you and not at them. If you are conversational, your feelings will become lost in your desire to communicate.

6. Finally, if you will speak often, you will find that fear will decrease and positive mental attitudes will begin to replace the old negative ones.

These six practical suggestions will do much for the individual interested in conquering stage fright.

As teachers, we are all interested in the complete development of our students. It is not too much, I know, to believe that we can help future business executives and workers to achieve a greater degree of speech efficiency than they have had in the past. Today speech success and personal success go hand in hand.

¹ This probably explains why so many speakers like to devote the first minute to a good story?—Editor

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BUSINESS TEACHERS

Shining Armor

We get bogged down in the details of tomorrow's lesson plans. We forget the "defense of business education" we learned in school. The questions of our associates perplex us, for we forget how we define our place in the educational scene. An article like this one is good for all business teachers to read, for it loosens our tongues, stirs our minds, and returns the eloquent pride we once knew when we wanted to talk about—

Business Education and Our Democracy

MARY BELL
Northeastern State College
Tahlequah, Oklahoma

We who teach business hold in our hands the tools for a bright new world. We must know this. We must explain it. It is our reason for being. For anyone to receive the maximum satisfaction from his work, he must believe that his work makes a vital contribution to the improvement of his society. Talk to a truck driver. Talk to a miner. Talk to a history teacher. Each can tell you about his contribution to society.

In the past, business teachers have, uniquely, been denied that satisfaction. By and large and for one reason or another, we have been excluded by our general-education associates from the planning activities; they have not recognized that we business teachers, too, have a contribution to make to general education and to society. But, happily, general-education leaders have come around to recognizing that business education does have a significant contribution to make to general education.

Because, in a sense, business educators are being emancipated, we will find it worth our while to review the recent developments that are bringing business education into its new and prominent role of contributor to general education.

For All the Children

The movement originated in the high school. For years the educators in our secondary schools realized that the schools were shackled to college-entrance requirements. Gradually those chains have been severed—in some areas are still being rasped away.

But out of the forums have come a basic agreement that the public secondary schools are the training ground for all the children of all the people, not preparatory schools for the brilliant or wealthy child alone.

Movements progress slowly. In snail fashion, the head often moves far before the last tip of tail moves at all. Today's curricular changes

are an example: Some schools have not yet moved, but other schools have clearly and decisively moved to provide citizenship training for all tomorrow's voters.

On college levels, too, the movement has been under way. Especially since peace has returned to our land, the colleges have become conscious of the needs of society. The college has found its lecture halls crowded with youth who could not be denied but who could not meet yesterday's rigid college-entrance requirements. Alert educators have recognized the need for a program of general education on the college level, too, in addition to the familiar need for professional training.

So the colleges have in recent times undergone a wave of curricular revision, to prepare young men and women to meet new problems in this confusing postwar world. The movement has been fostered by such organizations as the North Central Association of Secondary Schools and Colleges. Today the North Central Association actively encourages curriculum revision and faculty study. The leavening of entrance requirements and changes in degree requirements are the early fruits of this encouragement.

To Preserve a Culture

Why do we have schools? A society establishes schools to transmit to the children of the people the way of life which that society has found to be most satisfying. If the way of life—the culture—of any people is to be preserved, then all the elements of that way of life, its skills and tools and techniques and ideals, must be transmitted to the youth of that culture.

In such a sense, the word culture does not represent the fine arts alone, although it does include the fine arts within its compass. But here culture means all the artifacts

of the society that its members wish to preserve. In our society, business is one of the key elements that we do wish to preserve; and it is in this preservation that we business teachers make our contributions.

The way of life that our society wishes to preserve, wishes to transmit to our children, is something we call "democracy." Almost since the founding of our nation, there have been the wise leaders who have realized that our youth, if they were to enjoy the liberties and fruits of democracy, must be trained to believe in and to defend and to implement democracy. They saw then, even as we do today, that democracy is more than a form of government. Democracy is a way of thinking and acting at home, on the baseball diamond, in the classroom—and in the business office, too.

Both Germany and Italy established democracies following the first World War. Both democracies failed. Neither of these countries had an adequate system of free public schools, and neither of them had teachers prepared to train for democratic living. In Germany many teachers were Junkers, indoctrinated with ideas of class distinction. Many had been officers in the Kaiser's army.

"What," we may well ask, "might have been the history of the last decade had Germany and Italy had free public schools with curricula and teachers adequate for teaching the ideology of democracy?"

Teacher-training institutions have long been teaching the function of the free public schools in transmitting the culture, but only since V-J Day have educators been faced with the urgency of training for democratic thinking and living at once. Only since the peace has come, has the competition of foreign ideologies made a program of general education for democracy necessary.

Dropouts Are Citizens, Too

At the same time that the program of general education was initiated, and in agreement with its democratic foundation, planning was directed to the dropouts. One survey after another proved that most students drop out of college before a degree is earned and that at each year on the high school level, too, many students leave to work or to marry.

These youth vote. They influence others. They fight wars. They raise children. What training do these youth require in order to live hap-

pily in a democracy and to preserve and to improve that democracy? What knowledges, skills, and values must they possess in order to resist successfully the appeals of other ideologies?

To answer such questions and to implement a program, groups like the faculty-study teams (sponsored by the North Central Association among college faculties) and teacher-training summer workshops have been working on new outlines for our program of general education.

Business a Vital Phase

Such a program of education requires a curriculum that includes all the essential elements of our culture. Time was when the home was the major element; it is still a major element. Agriculture was once of prime importance, and not long ago the fine arts and languages were considered of chief importance.

Today industry and business are the hub of the culture. The source of the national wealth is more than the source of livelihood. The source of the wealth has its effect on the professions, on morals, on folkways, even on the fine arts. Business sets the standard of living of the people.

We have only to scan the daily newspapers to observe the effect of business on government. Government must in some ways serve as the referee of business. The influence of national business has become international.

What is the threat to the democratic way of life? Perhaps the greatest threat is economic insecurity. Communism has little appeal to the man who has a full refrigerator. Low wages and unemployment make other ideologies alluring. Good business and workers well-trained in the skills and business knowledges help keep the refrigerators full. Satisfied employees oppose wars, Communism, and Fascism.

To provide workers who understand business is the job of business education. Doctor Tonne has written, "... business education must be thought of as the adjustment of the individual to his business environment."¹

Business education, believes Doctor Tonne, includes (1) training in those phases of business that concern every member of organized society, and (2) specialized instruction for those who wish to become wage earners in specified occupations."

¹ Herbert A. Tonne, *Principles of Business Education*. New York: The Gregg Publishing Company, 1947, page 32.

² *Ibid.*

If we accept Doctor Tonne's definition, it is our dual responsibility to train for marketable skills and for "those phases of business that concern every member of organized society." A boy who knows nothing of corporations, partnerships, and contracts is handicapped. To take an objective view of foreign economic systems, a man must feel that his own job and source of income—the fruit and seed of democracy—are secure.

It is because business is the hub of our culture that the place of the business teacher in democracy is becoming more and more appreciated. It is because leaders of general education are realizing the importance of business skills and business understanding that we are being afforded the opportunity to participate influentially in the general-education program that is shaping up for tomorrow.

The Business Teacher

If we are to measure up to the responsibilities that are ours, we must recognize and accept those responsibilities. We who wear the tag *Business Teacher* must lift our own sights above the narrow valley of skill subjects and see the broad plains of general education that we are being invited to share.

Our responsibilities, it seems to me, can be sorted into four primary tasks.

Task One. In order to guarantee for our youth the jobs that will sustain them and give security to their incomes, we must first of all keep continually informed on occupational trends. Yes, we must become labor specialists, at least insofar as the business occupations are concerned; we must study the labor market and labor mobility and labor trends.

So long as the need is only for stenographers and bookkeepers, we can fulfill our responsibility by guiding students into those occupations and training them for such work. But when that market is overloaded, then we fail in meeting our responsibility if we continue to train only for those occupations.

We must watch the occupational trends, not only we business teachers but also all the vocational teachers. If the occupational studies indicate that we must in high schools provide printing shops or machine shops or distributive training, then we must provide them. As business teachers, we are members of the school's occupational-training team.

Task Two. Business educators, even though this task upsets our curricular patterns of generations or requires us to double the size of our staffs, must accept the responsibility for seeing that every student in high school is indoctrinated with the elements of economic literacy—"those phases of business that concern every member of organized society."

Fundamentally, it is this responsibility above all others that has won for us our place in the broad field of general education. This is the phase of business education that is our contribution to general education. This is the phase that places us in a position of equality with our academic associates.

Task Three. Our third assignment is to provide a broader, more

general background of common business knowledge for those of our students who do become vocational specialists in the field of business. We cannot let even our specialists have so narrow a view of their occupational field that they do not understand and share in the common experiences of others in related occupational fields.

Task Four. Finally, we have the task of improving business practice. The skeptic will question the possibility of the school's effecting any improvement in business, either locally or nationally. Yet the impact of an economically informed citizenry cannot be overestimated and should not be underestimated.

After all, it is tomorrow's business leaders whom we have in our

business classes today. It is the training that we give today that will mark the practices of tomorrow. Accordingly, our emphases on the importance of business and on the importance of ethics and citizenship within business will bear their fruit.

Conclusion

To understand one's place in the work of society is to be proud of it. Business teachers have before them, clearly defined, the opportunity to recognize their place and to be recognized for fulfilling it. Business training plays, and will increasingly play, so vital a part in our society that the business teacher may well hold high his head. We have in our hands the tools for a bright, new world.

Teacher-Training Quandary

The typical undergraduate methods course for business teachers covers the techniques of teaching shorthand and typewriting. Crowded schedules and the current demand that undergraduates take more "broadening," background courses make it difficult for the undergraduates to take also methods courses in social-business studies and bookkeeping. So, at Kent State University a new type of methods course for undergraduates has emerged—

The Integrated Methods Course for Business Teachers

"My two courses in typing are all right, but I also have two classes in business law and one perfectly horrible class of forty wild freshmen in elementary business training."

Such is the type of complaint that is frequently heard from young teachers who have had but one undergraduate methods course—probably the familiar "methods of teaching typing and shorthand."

The teacher trainer is in a quandary. On one hand, he knows that the new business teacher is likely to be faced with business courses for which he is pedagogically unprepared. The answer seems simple at first: Have the teacher trainee take more than one—take several, perhaps—methods course. On the other hand, each methods course takes time in the trainee's schedule and so decreases his mastery of basic subject matter. Too, there is an increasing demand for the trainee to take more broadening courses. So, having a teacher trainee take a greater number of methods courses is hardly a satisfactory solution.

ELIZABETH M. LEWIS
Kent State University
Kent, Ohio

Most universities, including our own, do offer a variety of specialized methods courses. Such courses may well be, and usually are, offered in summer sessions to teachers who know what their teaching schedule will be and who recognize the immediate need for the specialized training. But this generous spread of course offerings does little to help the undergraduate who does not know what his teaching program is to be. Yet we know that nine out of ten graduates will go to small high schools where, as beginners, they will probably have a variety of subjects to teach.

One solution to this undergraduate dilemma is the "integrated" methods course. What is such a course? What are its aims? How are they accomplished?

A Definition

An integrated methods course is simply an undergraduate methods

course that seeks to develop fundamental methods of teaching all those subjects that we classify as secretarial, bookkeeping and record keeping, and the social business.

The aims of this course are to develop teachers who will be at ease and who will be efficient in the classroom, whether they are assigned courses in one or all aspects of business education; to acquaint potential administrators in the class with some of the difficulties of teaching in a phase of business education other than the one in which they are specializing; and to enable prospective teachers to get an over-all picture of business teaching instead of narrowly to confine themselves to any lone phase.

Business Education Background

Such an integrated course presupposes an adequate background of general business subjects. Students, whether they are to major in (a) secretarial subjects, (b) bookkeeping-social business, (c) social business, or (d) a combination of the three, should be required to have taken at least the following background business subjects on the collegiate level: introduction to business, business mathematics, typing, geography, business letter writing, economics, accounting, marketing.

An integrated methods course also presupposes adequate library facilities, which should include various periodicals, yearbooks, secondary-level textbooks as well as others in the business-education field. The course should be taught in the secretarial laboratory.

The students will probably have had some general education courses and some psychology. They probably will not yet have had the course in which they do their student teaching.

Class Activities

The aims of an integrated methods course are accomplished by the following procedures:

1. *Library assignments* in the field in which the particular student is specializing. Briefs of each assignment are required at the end of the term. The class discusses some of the more important and/or more controversial assignments.

2. *Demonstration lessons.* The teacher of the course demonstrates a lesson in each field before the class. For instance, we at Kent have used (a) calculation of interest for business arithmetic; (b) an early lesson in shorthand theory (secretarial); and (c) the introduction of the profit and loss statement (bookkeeping).

Members of the class are called on and are expected to participate and learn. (Of course, some of the people in the class are well prepared in each field.) Criticisms from the class are welcomed. When the right spirit is developed, these criticisms are honest and illuminating.

3. *Development of rational thinking.* Each student is asked to speak for five minutes on a controversial business topic.¹ The first two minutes he is to defend the proposition; the last three, to refute his original arguments. The purpose of this step is not only to broaden the student's

SCORE SHEET FOR GRADING DEMONSTRATION LESSONS	
Name of Grader _____	Name of Student Teacher _____
	<div>Estimated Score in Percentage</div> <div>Perfect Score in Percentage</div>
RESULTS OF TEACHING	
1. Did he accomplish his purpose?	_____ 30
METHODS OF TEACHING	
2. Did he use every minute effectively?	_____ 10
3. Did he make learning pleasant?	_____ 10
4. Did he make learning easy?	_____ 10
5. Was his blackboard or other visual demonstration understandable and visible?	_____ 10
TEACHING PERSONALITY	
6. Was his posture good?	_____ 5
7. Was his facial expression pleasant?	_____ 5
8. Was he well groomed?	_____ 10
9. Did he use a good teaching voice (loud enough; well modulated; not conducive to sleep or indifference)?	_____ 10
TOTAL PERCENTAGE ON DEMONSTRATION	_____ 100

knowledge of economic theory, as it affects our everyday life, but also to give him the experience of speaking with attention to voice, posture, and presentation.

4. *Development of lesson planning.* Very likely the student will have had to write lesson plans in his general education courses. Thus we are not preoccupied with form. We are interested in the development of an effective method of presenting subject matter with the greatest economy of time compatible with efficient learning on the part of the pupil. For this reason, only the immediate aims in terms of subject matter, references showing research done, and a "brief" of the plan assigned are required. The brief in-

cludes any explanation by the teacher; the questions he will ask; the answers he will expect; any charts, diagrams, or illustrations he intends to use on the board; and a carefully thought out assignment. Such plans are for a forty-minute period. They are written and handed in; are graded; and, after a conference with the student, are rewritten if necessary.

Experimental Teaching

Each student is now given an opportunity to teach his plan—in fifteen minutes.

The fifteen-minute limitation is logical in that it is necessary to telescope such plans because of lack

Typical Assignments in Secretarial Field

Week One—Library assignments in field of specialization.

Week Two—Library assignments; defense and rebuttal of an economic fallacy.

Week Three—Library assignments in field of specialization; lesson plan and demonstration lesson by student.

Week Four—Theme for week's class discussion: Typing with Correct Habits. Lesson plans for first five days in beginning typing.

Week Five—Theme for week's class discussion: Development of Vocational Skill in Typing. Lesson plans for introduction of

letter form; cutting of stencil; operation of mimeograph; changing of ribbon and cleaning of typewriter; multiple carbon copies.

Week Six—Theme for week's class discussion: Reading Procedures in Shorthand. Laboratory practice on timed dictation; counting material for dictation; writing shorthand on board; methods of conducting floor work to aid students.

Week Eight—Theme for week's class discussion: Writing Procedures in Shorthand. Lesson plans for first two weeks in shorthand using two different approaches chosen by student.

Week Nine—Theme for week's class discussion: The End Product—Transcription. Annotated periodical and book bibliography on teaching of transcription.

Week Ten—Theme for week's class discussion: Evaluation of Teaching Materials. Lesson plans for a typical week in each of the third and fourth semesters of shorthand.

Weeks Eleven and Twelve—Theme for class discussion: Evaluation of Students. Laboratory practice in evaluation of materials. Testing on subject matter; demonstration lesson by student.

of time, and practical because the class in many cases knows the answers. Pertinent questions directed toward the failure of the teacher in charge are welcomed, and the good sense and courtesy of the class will insure that such questions are constructive. If a fifty-minute period is available, it is possible to have three students demonstrate in a period and to use the extra five minutes for criticism. A conference is then held with each "teacher" to help him do a better piece of work the next time.

Some illustrative topics taken from a number of phases of business education that our students have used are: (1) elementary tabulation, (2) retail method of calculating inventory, (3) deferred charges, (4) leases for home occupancy, (5) liability insurance for motorcar owners, (6) checking transcripts—the mailable letter, and (7) typing from a rough draft.

The fifteen-minute limitation is a definite handicap to those who tend to rely on ad-libbing or a glib tongue, since both these minor sins of teaching take too much time. A beautifully presented lesson, limited in scope to fifteen minutes, is a joy to behold and is evidence of extensive (and intensive) preparation. The lazy teachers show up now rather than after they are in charge of a classroom. Now is the time to help them.

The preceding activities take up the first third of the term. Following this third and for several weeks, the class meets as a group but once a week.

At those weekly sessions, class lectures on a variety of topics are given. Some of these topics (not necessarily in their consecutive order) are: visual aids (use of blackboard, motion pictures, and so on); research available for study in business education; professional organizations; conflicting philosophies of business education; equipment, physical comfort of students; commerce clubs; awards; future of business education. The lectures are augmented by student participation based on assigned reading.

Specialization

In order to permit concentration in the student's field of interest, the class is divided into three groups—secretarial, bookkeeping, and social business—each of which meets in rotation at the regular class hour. Student preparation for these ses-

sions consists of extensive library assignments. These are tested by the writing of several weeks' lesson plans in the student's particular field of specialization.

For example, a student in the bookkeeping group might be expected to write lesson plans for the first weeks of the first semester; for adjusting entries (deferred charges and credits, accrued charges and credits, depreciation); classification of accounts.

In the secretarial field, lesson plans for some point of shorthand theory, such as the writing of the letter *w*, are required, using at least two sets of materials (perhaps the Functional Method and the Basic Method). Other topics suggested are the first week in transcription class, multiple carbon copies, filling in of application blanks.

In the field of social business, topics in retailing, law, business arithmetic, salesmanship, business English, and general business covering a week's work each on the secondary level are assigned.

Testing

The last sixth of the quarter has two aspects—one part is a test on subject matter and reference material in the student's particular field and the other a demonstration lesson before the class. The latter is scored by the class according to the accompanying illustration.

Benefits of Course

What advantages may be expected from such an integrated course?

1. The student is spared the shattering experience of having to teach outside his field of concentration in business—shattering because of ignorance. After having seen demonstrations in each phase of business teaching, this familiarity makes possible better immediate teaching.

2. Such a course will broaden the interests of the specialized teacher and will make possible more co-operation with the business-education faculty on the job.

3. The over-all view of the field will benefit those students who will become administrators, whether as heads of departments, principals, or other.

4. If the topics are carefully chosen, many of them will be helpful in the future life of the student (leases for home occupancy, etc.).

5. The self-confidence, enthusiasm, and knowledge of subject matter will make the student's first year a productive one instead of trial and mostly error.

6. And, because of (5), we will save many who would have become fine teachers if their preparation had been such that they were not discouraged by their first year on the job. Losing a potentially good teacher because of a first-year failure or dislike for the job is a serious economic waste.

Your Professional Reading

If You Teach Transcription

Special recognition is accorded you in a new book (*Methods of Teaching Transcription*, Gregg, \$3.00) by Louis Leslie. This book is designed to serve the needs of both the inexperienced and the veteran teacher of transcription. Veteran teachers are advised either to skip or to read lightly the first three chapters; but they, as well as the neophyte, should dig deeply into the remaining chapters.

Louis Leslie, the author, is one of the coauthors of the revised Gregg shorthand system. Known for his mastery of shorthand, he is a logical person for helping the transcription teacher. Mr. Leslie has served as oracle for solving the unsolved problems of teaching transcription. You may or may not agree with his solu-

Reviewed by E. C. MCGILL
Kansas State Teachers College
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tions to perplexing problems. But, after you have read the final chapter, "Unsolved Problems in Transcription," you can't help beginning to think about *your* answers to these problems—after which you may write your own chapter on the unsolved problems of teaching transcription.

Have you ever had difficulty in devising a satisfactory measuring technique for use with your transcription students? Those young ladies who always produce a completely mailable transcript in "nothing flat" never create a problem. But how about that cute little blonde or that handsome six-footer



Book Review Editor McGill

who is long on appearance but who doesn't produce a usable transcript? You have a problem of testing, grading, and evaluating the progress of such youngsters. Leslie has devoted considerable space to this problem alone.

The appendixes contain twelve transcription tests (from the De Paul Study), a good bibliography, and a competent Index.

If you want to know more about the problems of pretranscription, the methods and techniques of teaching transcription, a review of tested devices, and a summary of fallacies in the instruction of transcription, you will profit by reading this new book. That old question of difficulty of transcription material for students at all stages is ably discussed; it poses food for thought.

Methods of Teaching Transcription is designed to serve the needs of the individual classroom teacher as well as to serve as a text for collegiate courses in methods of instruction in transcription.

Mr. Leslie has sacrificed glamour and variety of illustrations for continuity of narrative; so, read for the glory of learning.

Business—Legal

Have you ever wondered why certain laws are formulated as they are? Has it occurred to you that there must be a reason behind every one of those laws that guide and direct our everyday business activities?

A new functional approach has been taken by Harold Lusk in *Legal Aspects of Business* (Irwin, \$5), a new business-law text designed for use at a collegiate level. This is a law text that uniquely dares to use the layman's approach. The ap-

pendix contains detailed reproductions of the Uniform Sales Act, Negotiable Instruments Law, and the Uniform Partnership Act. There is also a good Glossary of Legal Terms and Definitions.

That Problem of Student Teaching

A current revision of an old stand-by, *Student Teaching* (McGraw-Hill, \$3.75), does justice to that most perplexing problem. Raleigh Schorling, of the School of Education, University of Michigan, presents a functional and comprehensive approach toward the development of a more nearly adequate experience of student teaching for the inexperienced education student. Research and experience has proved well that the right kind of a text has its place in the program of student teaching in teacher education.

Supervisors of student teaching can't afford to miss looking at this snappy, well-illustrated revision of an important contribution to the solution of the student teaching problem. This book is one of the well-known McGraw-Hill Series in Education.

Corporations—Frankenstein? Pinocchio? Human?

Another of the "Road to Market" series, *Humanizing the Corporate Person* (Public Relations Research Corporation), by Raymond W. Miller, makes a significant contribution to philosophy for the practice of public relations. It is a timely consideration of the pressing problem of human and public relations, all wrapped up in a short, readable collection of addresses pointed toward development of a philosophy of capitalism that humanizes the corporation as a person among businessmen.

Chief Justice Marshall gave birth to the corporation in his famous court decision that "a corporation is an artificial being, invisible, intangible, and existing only in the contemplation of the law." Now, Raymond Miller sets about the difficult task of humanizing that overgrown, and in some ways incorrigible, youngster.

The future of the American democratic way of life is to a large extent dependent on the ability of the big American business organizations and the men who direct these giants to gain a new human viewpoint of the rights of men and business in our economic system.

yes!

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Walton High School, in New York City, decided to do something about vocational office work for students of low academic ability—"slow learners," such students are called.

For ten years, Mrs. Emma K. Felter and her associates experimented while teaching a clerical-practice course, seeking to find ways to motivate these slow learners, to teach them general office skills, to give them the personalities and attitudes needed for office work, to raise the level of their personal efficiency.

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From this program of experimentation, a new kind of text has resulted:

Personal and Clerical Efficiency Basic Course

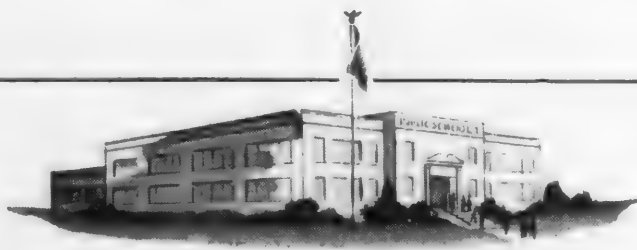
Written by Mrs. Felter, this book truly reaches slow learners. Through the use of varied drills, repetitive practice, small units of instruction, and numerous illustrations, the text effectively builds the personal and clerical efficiencies needed for employment in general clerical duties.

This book will reach, will help your slow learners, too. Write to Gregg today for an examination copy.

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DISTRIBUTIVE EDUCATION

Blackboard Diagram

One of the key techniques of selling is knowing when "to close," but it is sometimes difficult to impress students with the importance of recognizing the exact moment to press for the close of the sale. The author suggests using a blackboard diagram to show students what happens when that exact moment is reached and why salesmen must recognize that critical instant.

"X" Marks the Close of the Sale

The teaching of the selling factors behind "closing the sale" can be made very effective through use of a blackboard diagram that visualizes for the student the steps leading up to the point of closing and that stresses the importance of recognizing the critical psychological moment at which the salesman should press for a close. The accompanying illustration, I have found, serves this purpose well; and its explanation can develop an interesting lesson.

In Comes Mrs. Sampson

Point A (I explain to my students as I write an A and put a point beside it on the blackboard) represents the contact between Jim Evans and Mrs. Sampson. Mrs. Sampson, "just looking around," is strolling through the store's furniture department, where Jim is one of the top salesmen. Mrs. Sampson is not planning a purchase. She is, therefore, in a nonbuying mood, a fact that may be represented by a line we may call A—B. (Draw line and write B on blackboard.)

But Mrs. Sampson has just finished renovating her living room and so has in the back of her mind the thought that she might see a new floor lamp that would put the right finishing touch to that room. She's not really looking for a lamp. But,

CHARLES F. PETITJEAN
University of Bridgeport
Bridgeport, Connecticut

if she saw the right one and thought it was a bargain, she *might* be interested. It is this subconscious thought, doubtless, that led her wandering footsteps to bring her to the furniture department.

"Good morning, Mrs. Sampson. May I help you?" inquires Jim. (I point again to Point A.) Jim is poised. He notices Mrs. Sampson's glance at the floor lamps and her hesitation before she says, "Oh no, thank you. I'm just looking around." Jim chats a bit, leads her to express her interest in floor lamps, and draws her into a discussion of the models on display. He begins his sales presentation. (The broken line, A—C, is sketched on the board.) He starts out on Line A—C, trying to bring Mrs. Sampson with him, away from Line A—B.

The Critical Alternatives

Jim has sold a lot of floor lamps. He knows his product. He knows his customers. (Time out: What kind of customer is Mrs. Sampson, Class? To what approaches would she respond?) So, Jim uses a wise selection of selling points, gets Mrs.

Sampson to think seriously about buying a new lamp *now* and watches closely for the exact moment when he should lead her to make a decision.

That exact psychological moment might be indicated by an X (I write it on the board) on our A—C Line. Point C (I point) indicates the end of every possible selling effort; but, since it represents the exhaustion point of selling technique, it presumably could go on into infinity. The important factor for Jim to realize and accept is that somewhere along that selling line, Line A—C, Mrs. Sampson is definitely going to make up her mind whether or not to buy the floor lamp.

Jim knows that he must recognize the moment. If he asks Mrs. Sampson too soon to make her decision, she will say, "No, I guess not"; and her mind plummets (draw the arrow) to its original nonbuying mood.

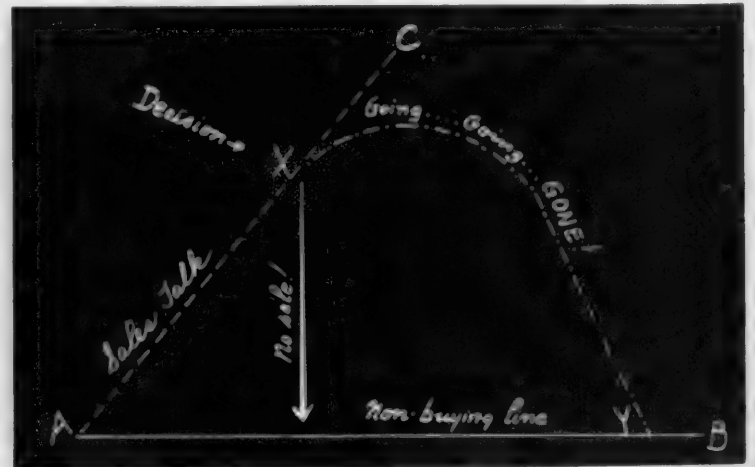
If Jim keeps on with his sales talk without realizing that for a moment Mrs. Sampson was ready to say "Yes," he will talk himself out of his sale, for Mrs. Sampson's mind will start wandering away from its own decision. ("Going . . . Going . . . Gone.")

Trial Closes

So, Jim must lead his customer through a maze of subsidiary agreements.

"Don't you think," he might ask, "that this lamp, the one with the blue shade, would go better in your new living room than this other lamp would?"

Mrs. Sampson's reply will give Jim a clue to her thinking. If she says, "Yes, that's the one, all right," Jim knows he's reached Point X. If



her answer to his leading question is negative, however, Jim must recognize that Mrs. Sampson's interest has begun to wander away and is likely to follow the Arc X—Y back into her nonbuying mood. In such a case, Jim must try to bring her thoughts back to Line A—C.

(Line A—C ought, perhaps, to be a double wavy line to portray how Jim's talk and Mrs. Sampson's interest and buying mood weave together and apart; but it is difficult to indicate this on the accompanying diagram, although easy enough to do so on your classroom blackboard.)

But, assuming that Mrs. Sampson says, "Yes, that's the one, all right," Jim should recognize that she is on the verge of making a decision. If he does not close for a sale then, his opportunity may be gone forever; Mrs. Sampson's mind may leave the matter where it is and start out on a track of its own, the Arc X—Y.

In other words, once Mrs. Sampson has decided to buy, she will retain that desire for a short time without further stimulation; but, if Jim Evans fails to fall into a proper closing technique, Mrs. Sampson is quite likely to revert to a disinterested, nonbuying stage.

Recognition of Point X, therefore, is obviously very important. Sometimes Point X is apparent, as when a customer bluntly says, "Yes, this is what I want. Wrap it up!" More frequently, however, Point X is obscure. The salesman must probe for it. He must "sound out" the customer from time to time during the sales talk. He must ask questions whose answers will indicate whether the customer's mind is "with" or "drifting away from" the presentation.

(Class, what are some typical "trial close" comments that Jim might make? Good; and, now, if Mrs. Sampson is really drifting away, what kind of answers might she give? What kind of answers might she give to those same questions if she is "with" Jim's presentation?)

The mark of a good salesman is the ability to catch the customer at the psychological "X" moment. It is such ability—a trained ability carefully developed by practice and observation—that makes Jim Evans the good salesman that he is. It is his ability to detect the "X" on the A—C Line, his knowing when to stop giving selling points and to begin pressing for a decision, that keeps his number of lost sales at a low percentage figure.

Summary

The writer has used this illustration in a number of sales classes and has found it to be of considerable value in expanding many points previously touched upon in class discussion. It provides the stage for an excellent and comprehensive review. It can serve, too, as a general introduction to the selling process; and the selling steps, as introduced subsequently, can each be related to its place in the diagram.

Its primary value, however, is probably greatest in teaching the importance of recognizing the moment to press for a close.

Testing Techniques

The random use of multiple-choice and true-false questions in tests in the field of retailing has been encouraged by the fact that such test questions are easy to prepare and to score. Actually, as the author points out, there is a right and a wrong time to use such question forms. Teachers should know—

When to Use Multiple-Choice and True-False Questions in Tests

DONALD K. BECKLEY, Director
Prince School of Retailing
Simmons College, Boston

The teacher of retailing, as of most other subjects, has frequent occasion to use the familiar true-false item and multiple-choice form, and quite properly so. Probably there are no objective test forms with a wider variety of uses both in their traditional form and in the many variations that can readily be constructed.

There are many kinds of situations in which the true-false and multiple-choice items can appropriately be used. This article is designed to illustrate effective use of these two traditional techniques in measuring achievement in retail-selling courses.

The very advantages of these two test forms—their versatility and their ready construction—tend to encourage the lack of discrimination with which they are sometimes used. Too often teachers prepare a set of items that individually may be well constructed but in total do not provide any accurate picture of what the student knows or wherein he may be weak.

In preparing tests for retail selling, as in all other cases, the teacher must first determine what he wishes to measure by means of the test. For example, the course in retail selling normally includes

"Silent Salesman" Doing A Brisk Business

Apparently Americans like mechanical service: The vending-machine industry reports that there's a boom in the push-button merchandising field.

At the present time, about 2 million vending machines are grooving into customers' hands candy bars, postage stamps, coffee, sandwiches, and a thousand and one other items.

Next year, prophesies the industry, 75 million customers will drop 5 billion dollars' worth of coins into 3 million machines.

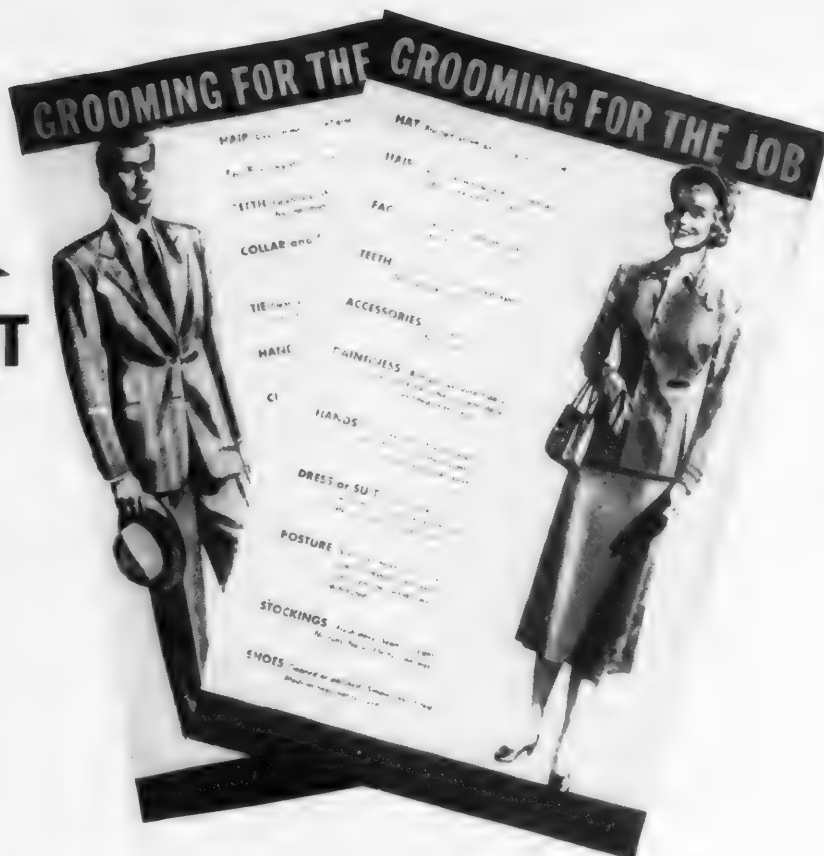
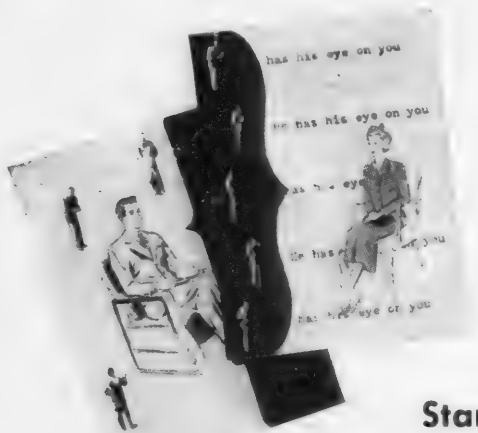
these aspects, among others: (1) information about typical sales procedures, (2) recognition of selling principles, and (3) application of selling principles. Probably the last of these is the most important: the effective salesperson must be able to put into positive action the principles he has learned in the classroom. The sales conversation described in an earlier article¹ is one means of measuring this application and is most useful in considering an entire sales situation. Another means more widely usable in the variety of kinds of situations with which new salespersons may be faced is the standard multiple-choice question form.

How can application of selling principles be measured by paper-and-pencil tests? Within the usual limitations of testing under academic circumstances considerably removed from actual selling, the testing problem can be solved by making certain that the situation used in the test is *not* a familiar one to the students. If identical situa-

¹ Donald K. Beckley, "The Situation-Response Question," *Business Education World*, June, 1949, pages 619-620.

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- ☐ "Show Them that You Know" grooming leaflets for boys.
- ☐ "He Has His Eyes on You" grooming leaflets for girls.

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Name of School or College _____

School Address _____ City _____ Zone _____ State _____

Jr. H. S.? _____ Sr. H. S.? _____ College? _____ Private Bus. College? _____ Teach. Train. College? ☐ Student?

Enrollment: Girls _____ Boys _____ No. of Classes _____ ☐ Teacher?

tions are discussed in class and then included as test items, the student will be measured on how well he remembers the class discussion rather than how well he can apply principles. Also, the validity of these tests as measures of achievement is likely to decrease as students spend more of their study time preparing to answer correctly the test items rather than learning how to sell in actual practice.

On the other hand, there are situations, particularly at an early stage in a retail-selling course, in which it is desired only to test *recognition* of principles of selling. For this purpose true-false items are quite well suited. While it is true that this kind of item does not reveal why a student may have answered incorrectly, it does serve to suggest those principles that he does not properly recognize and thus can provide the basis for remedial training.

The items that follow provide illustrations of these two traditional test forms. The questions are prepared to serve two purposes: The multiple-choice items seek to measure *application* of principles of the psychology of selling, and the true-false items are designed to measure *recognition* of selling principles. To save space, the answers in each case are printed in italics.

Part One: Application

DIRECTIONS. Check the letter corresponding to the phrase that best completes each of the following statements.

- The most effective type of sales presentation for most prospects is—
 - Listening to a sales talk by a salesman
 - Seeing a demonstration of the product in use*
 - Reading advertising material concerning the product
 - Reading testimonials of satisfied users
- If it becomes necessary to comment about a competitor's goods, the best practice is—
 - To speak respectfully of them, and admit the good features they have*
 - To laugh about them and pass it off as a joke
 - To quote examples of poor performance by competitor's products
 - To state that you know nothing about them
- The time to suggest the purchase of additional items is—
 - Immediately after the initial sale has been made*

Permission is granted by the author and by this magazine for you to reproduce and to use in your own classes the two tests given with this article.

- At any time in the sales presentation when the prospect's questions indicate that he could use additional products
 - Just before an attempt is made to bring the initial sale to a close
 - Several months after the initial sale has been completed
- The quality of the salesman that is likely to be *least* effective in completing a sale is—
 - A thorough knowledge of the product
 - An ability to inspire the prospect's confidence
 - A very smooth sales talk*
 - A genuine enthusiasm for the product
 - The type of competition usually most stimulating to a salesperson is that provided by—
 - His own previous record
 - The records of fellow employees*
 - A quota set by management
 - The "merchandise approach" is an effective means of greeting a customer because—
 - It helps to present the merchandise for sale in a favorable manner*
 - It shows the customer that the salesperson knows his stock
 - It places the customer in a position in which he is most likely to buy
 - It is not readily possible to "type" customers because—

Ad Positions

According to Georgia C. Rawson, manager of State Teachers Magazine, Inc., the positions that advertisers prefer in magazines rank as follows:

- Back cover.
- Inside front cover.
- First right-hand page following featured articles.
- Page opposite opening article.
- Inside back cover.
- Page opposite inside front cover.
- Page facing table of contents.
- Page opposite inside back cover.
- Second right-hand page following feature articles.

These data, explains Miss Rawson, were gathered by a survey among advertising agency executives.

- Customers resent it
 - Customers cannot be expected to react consistently in the same manner*
 - The salesperson would need to remember too many types
 - The same sales techniques are equally effective with most all customers
- It is not wise to ask a customer how much he wishes to pay for merchandise because—
 - The salesperson can readily tell how much he can afford
 - The customer may not know how much he will need to pay*
 - Price is not an especially important consideration in the selection of most goods
 - Customers should not be shown a large selection of merchandise at one time because—
 - They will take too long to reach a decision
 - It is more likely to become soiled or damaged
 - A decision as to a purchase will be made more difficult*
 - It is desirable to stop showing new merchandise when—
 - The customer is dissatisfied with what he has seen
 - The customer tells you he will think it over
 - The customer is considering the respective merits of two items*
 - The customer tells you he has seen better goods elsewhere

Part Two: Recognition

DIRECTIONS. Read each of the following statements carefully. Circle letter "T" if the statement is *true* and represents *good selling technique*. Circle the letter "F" if the statement is *false* and represents *poor selling technique*.

- T F The same product may appeal to several people for widely different reasons.
- T F To many customers, the personal qualities of the salesman may be as important as the physical qualities of the goods.
- T F People can be assumed to know what merchandise they need to buy.
- T F Most people would rather listen to someone else talk than to do the talking themselves.
- T F The experiences a customer has had are important in determining the sales point that will be appealing to him.
- T F The salesman with the largest number of sales points is the one who invariably wins the sale.
- T F You should never concede the superiority of a competing product in any respect.
- T F In a sales presentation, it is

usually wise to get the most serious obstacles—price, for example—out of the way first.

9. T F The good salesman uses selling aids, such as magazine and direct-mail advertising, only as a last resort.
10. T F The more apparent the sales effort, the greater the customer's sales resistance is likely to be.
11. T F People have a tendency to doubt whatever they do not understand.
12. T F A customer is more likely to remember the quality and performance of a product he has purchased than its price.
13. T F Logical argument is generally more effective than suggestion in selling to women.
14. T F Salespeople should emphasize what an item is rather than what it does.
15. T F The effective salesperson can create fundamental wants for the goods he is selling.
16. T F In showing merchandise when price has not been mentioned, it is best to start with high-priced goods and work down if necessary.
17. T F The price a customer will be willing to pay for goods can usually be accurately determined by noting the quality and appearance of his clothing.
18. T F Our basic desires that may result in the purchase of goods are sometimes conflicting.
19. T F The sense of hearing is generally more effective than sight or touch in selling goods.
20. T F First impressions are highly important to the average customer and may play a substantial part in making or losing a sale.
21. T F It is quite appropriate for a salesperson to ask as many questions as he needs before showing merchandise.
22. T F When a customer is choosing from among several items, it is unwise to show additional goods unless he is dissatisfied with what he has been shown.
23. T F It can usually be assumed that the time to close the sale has been reached when the customer no longer raises objections and is not interested in seeing other goods.
24. T F Customer objections are sometimes really excuses to avoid having to make a decision about the goods.
25. T F Whenever possible, it is desirable to avoid having the customer criticize any merchandise the salesperson shows him.

And Now—"Children's Day"

Teachers of distributive education will have a new and spectacular project toward which to direct the attention of their students in the next month: the promotion of a "Children's Day."

The promotion pattern will be similar to that which has already so successfully established Mother's Day and Father's Day as retailing bonanzas.

Sponsorship

Behind Children's Day is the Children's Day National Council. Heading the Council is George J. Hecht, publisher of *Parents' Magazine*, who is also chairman of The American Parents Committee, Inc., a nonprofit association working for the welfare of the nation's children.

"The Day"

If all goes well—and promotion plans seem to assure a creditable initiation of this new event—Children's Day will be observed throughout the nation on Sunday, October 16. In future years, the date will be set for the third Sunday of October.

The mid-October date was selected (a release from the Council frankly states) because it is halfway between the Back-to-School and the Christmas selling seasons. It is believed that Children's Day will help start the toy-selling season earlier. Furthermore, in October the new school year is getting well under way, and PTA's and

Mothers' Clubs are beginning their season's activities. Children's Day will help such organizations get publicity for their activities.

The objectives of Children's Day, so far as the public is concerned, are twofold. Mr. Hecht explains them in this manner:

1. Children's Day provides an appropriate opportunity for parents and those others who love children to evidence their love in tangible ways. It will be an occasion, second only to Christmas, to give to children toys, games, sport equipment, wearing apparel, accessories of all kinds, and other useful gifts.

2. Children's Day provides a fitting occasion for churches, schools, and civic and community gatherings to call attention to the basic educational, health, recreational, and welfare needs of children and to discuss better ways of meeting these needs.

Promotion

Each year a theme will be declared. For the 1949 starter, "Children—The Joy of Today . . . The Hope of Tomorrow!" will be used. Illustrations such as the one accompanying this report will appear in magazines, in store windows, in advertisements; it is the official 1949 poster.

Ministers, PTA and Mothers' Club leaders, newspaper editors, and radio commentators will be supplied with a summary on the needs of the nation's children, on which to base sermons, speeches, radiobroadcasts, dramatizations, and newspaper editorials.

A substantial newspaper, magazine, and radio campaign of publicity on behalf of Children's Day will be conducted. The poster will be featured on the front cover of *Parents' Magazine*. A "Child of the Year" will be selected (à la "Mother of the Year" and "Father of the Year"). Each state Governor will be asked to issue a proclamation calling for the observation of Children's Day.

Suggestion

In view of the comprehensive plans of the retail organizations underwriting Children's Day, retailing teachers are in the fortunate position of being able to use this publicity campaign as a source of instruction for and observation by D.E. students.



Official Poster for the Campaign

GENERAL BUSINESS EDUCATION

Meeting Three Needs

Suppose you taught in a small high school, had a heavy schedule. Students have few elective courses. There is demand and interest in a senior-level general business course. Your vocational advanced-typing class is loaded with nonvocational students. Students ask for business English training. What would you suggest? The author found an answer in a unique course, and in the following contribution tells how to go about—

can't know all the answers, but you must know where to find them." We learn efficient methods of handling time and materials. And we learn to write business letters.

Correlating General Business With Second-Year Typewriting

ELLEN L. LENSING
Hartford High School
Hartford, Wisconsin

Once upon a time there was a student teacher who listened carefully and marked well the words of her methods teacher who said, "Second-year typewriting is a vocational subject," and "Separate vocational typists from the ones who are learning to type for personal use."

So when, upon graduation, this teacher was offered a chance to organize a commercial department in a small rural high school, she eagerly set out to be worthy of her mentors. Second-year typists were told that they would learn to take jobs in an office. They would study problems in letter setup, tabulation, legal documents, and billing, and develop speed and accuracy on ten- and fifteen-minute straight-copy writings.

But I Had Problems!

Would that I could report that only future office workers took second-year typewriting in that school. And would that I could report that highly trained and skillful typists went forth to serve in various business offices. Alas, but they didn't! I know. I ought to, for I was that teacher.

In spite of repeated admonitions to "take subjects that will fit you for your vocation," our students flow in. Our department continues to turn out "vocational typists" who will probably never sit down at an employer's typewriter. My students, like most students, enjoy typewriting. They want to learn about business. They feel that they are studying "something practical."

Besides, the number of elective courses in a school as small as ours is limited. Advanced typewriting is the only elective open to some students. So, in advanced typewriting, I had them all—future housewives, teachers, journalism students, members of the Armed Forces, in addition to the office workers for whom my course was intended.

Even that wouldn't have been so bad if the future office workers intended to use their training. But they turned out to be file clerks, stenographers, school secretaries, card-punch machine operators, bookkeepers, telephone operators—. And I was supposed to be offering a "practical" vocational typewriting course!

Obviously, I couldn't justify vocational typewriting. Most of my students don't take typewriting jobs. I couldn't try to satisfy local employment needs—graduates go to cities 50 or 150 miles away for jobs. And I certainly couldn't try to teach enough classes to satisfy the special interests of my students.

Advanced General Business

The problem, then, was to set up some kind of business course that would be of general value to all students and still contain enough of vocational training to be valuable to those students going into business offices.

After several years of experimentation and constant change, we (the administration, the students, and I) have at last developed a course that answers our requirements. It is a survey course; we make little attempt to turn out finished office workers. Rather, our students are introduced to the business world; we try to develop in them the traits of personality and character necessary to successful office workers—as well as to workers in other fields—and we try to develop a business-like attitude toward work to be done.

We aim toward tangible goals, too. We build skill in the production of typed material. We prepare a "Business Guide" that at the end of the year is a compact library to help students live up to our maxim: "You

Course of Study

Our course outline covers three main fields: Typewriting, general business, and business English. Instead of breaking the work into neatly compartmented "units" of so many weeks each, all three fields are carried throughout the year and are integrated as much as possible. Letters for business English deal with subjects being discussed in general business. Typewriting problems are arranged in such order that they help students set up English assignments.

Each week is roughly divided thus: Two days for typewriting, two days for general business, and one day for English. At the beginning of a week—or perhaps every two or three weeks—each student receives a sheet containing readings that apply to the next discussion and typewriting topics, suggested projects or activities, a vocabulary list, and readings on personality traits.

General Procedure

Each student is assigned two laboratory periods a week, at which time he has priority on the use of a typewriter. No one is required to use this time, but most students are anxious for the practice and a chance to type notes and models.

In typewriting, demonstrations are used to illustrate *how* to do a job. Then students practice the work to discover and eliminate speed and accuracy traps.¹ Errors are carefully analyzed and charted for practice. Finding the *cause* for an error, not simply finding the error itself, is important.

The general business work is largely discussion and projects. Students supplement reading notes with notes taken from class discussion and lecture; then type the notes to use as references in the future. Because we lack modern office machines and because there are no large offices near enough to visit, students are encouraged to bring in pictures and articles describing new developments in the business world.

¹Alan C. Lloyd, "You Want to Type Fast—on the Job?" October, 1947. *Gregg Writer*, page 64.

Thus, our bulletin board always has a steady stream of clippings about machines, jobs, and people.

Grammar and punctuation are incidental in our business English work. Our chief concern is learning to write good letters. After class discussion each student solves letter problems as out-of-class assignments and receives criticisms.

Testing and Grading

To help make quizzes into learning situations, students usually mark their own papers, and we discuss each quiz. Work on which erasures are permitted is marked simply "Usable," "Usable after correction," or "Unusable." By keeping their own progress records, students constantly check their own improvement. At the end of a grading period, they hand in the progress records and the best of their papers, a plan akin to the "handicap-hurdle" system described by Katherine Humphrey.²

Production tests are used in typewriting and English; objective quizzes, in general business. On all tests students are permitted to use any available reference books, as suggested by our rule, "Know where to find the answer."

Achievements of the Plan

At the end of the year students realize that they are not trained for specific jobs but that they do have a fundamental knowledge that, intelligently applied, will enable them to handle many jobs. They are not skilled in any operation, but they have developed habits and collected information that will help them to become skilled in those operations that they need on the job.

Let no one misunderstand—our graduates are not placed in positions requiring highly developed skills. Our students have no illusions as to the degree of "vocational" training they have acquired. They expect to start in low-salaried positions and "work up," to take night-school courses, or to spend several weeks at token salaries while a firm trains them.

The students who do not go into office work have a background knowledge of business that everyone finds useful; and it has been acquired at a time when most of them are vitally interested. They have learned by discussion, by demonstration, and by actual practice to study any new situation, to learn how it may be dealt with efficiently.

²Katherine Humphrey, "Handicap-Hurdles for Timed Writings," March, 1947. *Business Education World*, page 393.

Personality Development, Too

Our students learn to be alert, to take the initiative. After the first few weeks of instruction, errors are "loaded" into the copy to be typed, with a bonus given for detecting and correcting them—a good game that develops the habit of checking details. The latest issues of the *Gregg Writer*, *Practical English*, and other publications are prominently displayed to encourage spare-time scanning and professional reading. Soon, hardly a day passes without someone's saying, "Have you seen —?" or "Did you read—?"

Our having only a limited library and but few machines necessitates careful planning by students, and they learn to co-operate—even to the point of typing and duplicating identical model forms for their Business Guides on a turn-about basis.

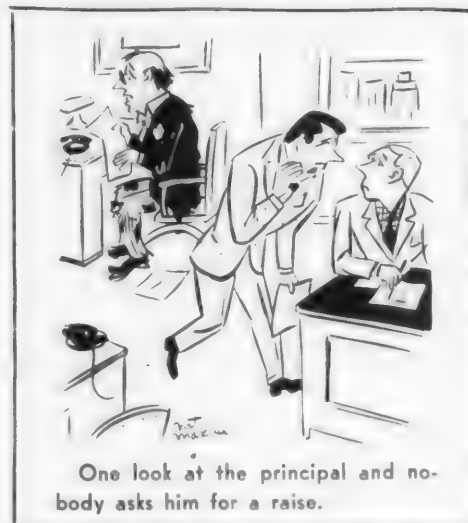
And, finally, the students learn self-reliance. For the first few weeks our standard answer to questions must be oft-repeated: "Don't ask; look it up!" Before long the questions have changed from "What is —?" to "Where can I find—?" Soon even those queries are few.

Our course for second-year typists is still very new—so new, in fact, that we haven't coined a suitable name, but, even in so short a time, former students have said, "I'm certainly glad that I had that second year of typewriting in high school." Whether the graduate is a rural-school teacher or a full-fledged secretary, whether he names specific benefits or simply thinks that "it was a good course," the student's statement is, to my mind, the final and finest indorsement the course could have.

The course outline given here is not intended to replace lesson plans, but it is expected to serve as a guide around which lesson plans may be made.

Order of the Material

As mentioned earlier in this article, we made a definite attempt to avoid compartmentation and to achieve integration. The order of material was determined in two ways: First, by arranging the subject matter in logical sequence and order of difficulty; second, by correlating the three fields—general business, typewriting, and English—as much as possible. We also allowed for the fact that students would have immediate use for some of the material, and we tried to introduce such work early.



Thus, efficient handling of tools and supplies was the first topic, because such skill is fundamental in all work. During the same week we studied elimination of waste time and motion in typing letters, thus projecting the general business discussion of efficiency and actually practicing it in typewriting.

This study of efficiency led naturally to time budgets and then, in order, to money budgets, records, money, and banking. To some extent the order of general business units follows the plan of the typical textbook for an introduction-to-business course. Typewriting and English work were correlated with the general business by having the assignments deal with the same topics. That is, while we studied methods of making payments, the letters in typewriting were about drafts and money orders; and the English letter, when we studied insurance, was an inquiry about an insurance policy.

Method of Organization

Typewriting classwork was made up of demonstration and laboratory work plus some discussion.

The general business was largely discussion, reviews on readings previously assigned, and projects. When it was feasible, we also used demonstration and laboratory practice here. For example, the work in handling tools and supplies included actual practice in arranging a work area, in adjusting the height of a desk and chair, and in planning the arrangement of supplies in a desk.

The Friday English work was covered by lecture and discussion of the problem to be solved for the next week's problem in letter writing. Outside class, students wrote letters solving the problem discussed; then they turned the letters in for criticism on the following Friday.

(Continued next month)

How to Make Transcription English Stick

Learning takes place best when one wants to learn. I wonder how many of your students have a burning thirst for knowledge; not many of mine do. The girls are more interested in the new look in dresses than they are in the best look in letters. The boys see no need to learn more; they are convinced that they already know it all.

So we will start with the premise that students don't care whether they learn or not. It is up to us teachers to develop the urge to learn. Why do people want to learn? Possibly, first of all, because of ambition; but the sixteen-year-old youngster doesn't have too much ambition. People also learn for reasons of pride; and that is why we have students, because they are proud.

Encouragement Method

How are we going to utilize that fact? Well, I should like to recommend the "encouragement method." It is personal, individual. At the beginning of the year, when the first transcripts come through, I try to identify each kind of error with the student making that error; and then I watch and try very hard to note improvement. Just the minute that I do, I take time off to say, "Betty, you really did get that semicolon in that letter yesterday. Good girl! That's fine!" The others start working for a similar word of commendation.

When the class bell stops ringing at the beginning of my transcription class, I have one foot over the threshold, I have my mouth open, and I'm dictating—from the time I reach the door until I get to my desk and get whatever I want done. When I start that dictation, my youngsters freeze wherever they are and get that dictation. It's kind of fun. Sometimes I dictate school news about special assemblies and early dismissal. The class never knows what is coming, and very frequently I don't either. However, if we had an error that was made generally by the class, and if that error had been recently discussed, then I would probably come in with something like, "Gentlemen, when correcting yesterday's transcription, I was very much pleased to note that practically everyone in this class placed the comma before the 'and' in the first sentence. I am pleased that you have learned"—and, you see,

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this is the thing, driving it in once more—"that there will be a comma before the 'and' when there is a subject after. If there is no subject, there will be no comma. Please accept my congratulations."

Club Method

We learn when we *must*. I call it the "club method." I don't like it; I would rather not use it, but I do use it in spelling.¹

One year I decided that something had to be done about spelling in my classes. So I told my young transcribers that their first spelling error would mean a 10 per cent penalty; but that, if there were two, the mark would be zero because the letter wouldn't be available. (That was then my standard for a available letter—my personal, individual standard.) Well, you know what happened—letter after letter with one spelling error, but very few with two spelling errors. I learned from that. Now, if there is one misspelled word on a transcript, the grade is zero. No argument; nobody questions it. Perfection is the standard, you see, and that is the "club" value—and it works.

Smiles Method

We learn when learning is fun, and this is one method I like.

One illustration: Along about February I say, "Up until now, all the letters that have been dictated to you have been grammatically correct; but from now on some of them won't be. If you recognize and correct an error of that kind, I will see to it that you get a two-point bonus on that transcript." Someone will always say, "Suppose we don't see it?" "No penalty, because I know that you will be so ashamed that you didn't see it that that will be penalty enough."

As I get the material ready, I engineer a mistake, note it, and to myself say, "That's obvious, everybody in this room is going to see that"; and I make another one that really

¹ For other things, too! In the June issue, Mrs. Stewart recommended one of her devices: Once each week she gives students a test (club) composed of 25 new sentences that together review the "minimum essentials." Students are "permitted" to study the test the evening before they take the test in class. This procedure provides, therefore, an automatic review—Editor.

is a little bit difficult. You know what happens: No one sees the one that I thought was obvious; and the one that was hard, everybody gets.

It is good to place English teaching on the game level, on the competition level, with the teacher on one side of the desk saying, "I bet you can't," and the youngsters on the other side saying, "I bet we can." They enjoy that. They have fun.

Analytical Method

We teach pretty effectively when we make error analysis an important step in the learning process. I believe that every paper returned to a student is both a test and a lesson—but it is a lesson only if he learns from it. So I have a regular four-step process that my students go through for every single error or mistake:

Question 1. "What mistake did I make?" Identify it. It might be, for example, over a restrictive or a nonrestrictive clause. "I made a comma error. It has to do with 'that' and 'which' clauses."

Question 2. "Why did I make it?" Now, possibly the answer is carelessness; and that is a very good lesson to learn because too much carelessness on the job means no job. Or the answer might have been, "I make that error because I am not absolutely clear about 'that' and 'which' clauses."

Question 3. "What is correct?" These three questions asked and answered are of no value unless we bring up the fourth, the *important* one.

Question 4. "How can I fix this in my mind?" Unless we make a conscious effort to remember, we won't remember too much or too long. So let us say that we have to develop some sort of memory hook. Let's try this mnemonic and see whether it works: "Which is a longer word than that. It takes a little longer time to type commas. It takes a longer time to put in material that is not absolutely necessary. So, *which*, not necessary, has commas because it is longer than *that*."

Summary

Who should teach Transcription English? We transcription teachers.

What are we going to teach? Just those things that are essential for beginning transcribers.

How are we going to teach? We are going to teach by simplification wherever possible. We are going to teach for recognition and correction.

A Recognized Need

Every normal adult uses bank services, but relatively few adults understand clearly the variety of bank services available to them or the methods of charging for those services. That is why every list of "essentials of consumer education" includes bank information high on the list, and that is why every course in *Introduction to Business* includes a unit on banking services.

The need continues. Each year a new group of students begins the unit on banking services. Each year teachers try new ways to make the unit graphic, vital, interesting. Educators agree that it is not enough for students to read about and talk about a topic; students must participate, must do. Because the Q-SAGO pattern is a *doing* approach to this kind of subject learning, it is particularly well adapted to a unit on banking services. The following contribution is an outline of a superior way to teach the secondary-school unit on banking services.

A Q-SAGO Unit: Banking Services

In teaching banking services to impressionable teen-agers, thought-provoking learning activities must be conducted. Discussion and recitation is not enough; student participation in creative learning activities is essential. A Q-SAGO unit, with its pattern of (1) stimulating great interest, (2) developing a group of questions that will serve as the threads of new learning, (3) using those questions as the guide to study and investigation, and (4) enacting or dramatizing or otherwise *doing* the answers to the questions provides the basis for a real pupil-activity approach to learning. The

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unit on banking services will ordinarily require from eight to ten class periods.

Motivation

Most high school students think of banking services simply as cashing checks and accepting deposits. Like most adults, the students have little knowledge of notes, drafts, interest, and so on. At the outset of the unit, therefore, it is necessary (1) to show students how little they actually know about banks and their

services and (2) to open up inviting vistas of new learning.

There are many ways of exploding the new unit with interest. The class bulletin-board committee can prepare in advance a chart on which are mounted checks, notes, drafts, and other business forms used by community banks, with each form filled out and identified properly and with class members challenged to find other such forms. A display of pictures and descriptive material about the mints and Bureau of Engraving can serve equally to interest the class. A motion picture, like the Coronet film, "Fred Meets a Bank," will attract student interest, too, and a spokesman from a local bank is certain to make students want to know more about banks and banking services.

A pretest, perhaps selected from the workbook that accompanies the students' basic text, can be administered formally or can serve as the basis of a gamelike quiz program. In either case, it will jar student complacency and reveal which areas of information students already know and which areas warrant investigation.

The Leading Questions

The purpose of the initial activity in the unit is twofold: to stimulate genuine curiosity in the subject mat-

Unit: <u>Banking Services</u>	Beginning Date: <u>Sept. 17, 1949</u>	Estimated No. of Periods: <u>8-10</u>	Introductory Activity: <u>Coronet film "Fred Meets a Bank"</u>	
Q UESTIONS to direct investigations and lead students to unit goals.	S UBJECT matter and source materials for finding answers to questions.	A CTIVITIES for expressing answers that underscore the goal concepts.	G OALS basic to every unit.	I NDICATIVE to be made permanent.
1. What services are included as "banking services"? Why do we call them "banking services"? Is the "Fred Meets a Bank" plan a service? Does our school use bank services in any way?	<u>Texts:</u> "Our Business Life," 37-73 "Consumer's Cyclopedia," 373-409 and 438-456 "General Business Training," 129-133 "J. B. T. for Con. Living," 603-605	1. Expressing what services: Display of banking forms used in a bank. This chart of various services and for whom they are intended. Drawing showing layout of a bank with services indicated for each department. Editorial: "Our Local Banks"	1. To be successful, any business must fulfill satisfactorily a needed service.	1. Understanding of the nature of any business enterprise.
2. Who renders these services? What banks are in our community? How do they differ? Is a state bank different from a national bank? Do our banks give all the different services?	<u>Films:</u> "Banks and Credits" - 16 mm., Ten min., B.C.K.A., New York "Living the Bank" - 16 mm. Ekey Britannica, Boston "Fred Meets a Bank" - 16 mm., Ten min., Coronet, Chicago	2. Expressing who these services: Display of a chart of the services of our local banks. Diagram showing various departments of one or more local banks. Picture of a bank building. Editorial: "How the Bank Started." Editorial: "How the Bank Works." Editorial: "How the Bank Serves the Community."	2. Our community is better for having the services of its banks.	2. Understanding of the place of business in community life.
3. Who benefits from these services? How does the bank profit by giving the services? Why do people want the services? How do business men use banks? How many of our students and parents use bank services? Which ones? Why?		3. Expressing who benefits: Picture showing the life of a check. Consumer going to the bank to deposit a check. Various banking functions. Diagram of the various banks in the community. Editorial: "The Bank as the Center of Business."	3. We are all producers, distributors, and consumers.	3. Understanding of the extent to which we are all dependent on one another's services.
4. What should consumers know about these services? How is the public's money protected? How should the public protect his funds? Is the bank always accurate? How does one get an account and use it? Is it better to borrow from a bank or a loan company?		4. Expressing consumer knowledge: Diagram of how to open a checking account. Diagram of a check with parts identified. Identification of various banking forms. Diagram of a bank building. Editorial: "How the Bank Works."	4. To make wise and efficient use of business goods and services, we must be informed consumers.	4. Understanding of the advantages and disadvantages of the consumer's position.
5. What vocations are involved? Who works at them? What do they do? How are they paid? What is a cashier? Bank vice-president? Machine bookkeeper? Is being a secretary or bookkeeper different from a bank?	<u>Pamphlets:</u> "Women and Their Money," Maxwell Stewart, Public Affairs Committee, New York, 1949 "Know Your Money," Federal Reserve Board (Check local banks for order free literature.)	5. Expressing career information: Picture showing various jobs and their responsibilities. Diagram of a bank building. Editorial: "What Happens at a Bank." Editorial: "How the Bank Works."	5. A business worker must know where his job fits into the structure of business.	5. Understanding of the variety of occupations related to any business.
6. What personal skills are required to work in the field of these services? What personal skills are required to enjoy these services best? Do we have them? How important is personal skill? Arithmetic? Knowledge of record keeping? Spelling? English? Other skills?	<u>Articles:</u> "Money Speaks Through Symbols," B.C.W., Nov. 1946, p. 44 "New Kinds of Chequing Services," B.C.W., June 47, p. 570.	6. Expressing skill requirements: What are bank duties and loan duties today? (List duties) problems from newspapers. Diagram of a bank building. Editorial: "How the Bank Works."	6. Personal skills are essential in getting and in advancing in business jobs and in using business services.	6. Improvement of the performance of all business workers and users of business services.
7. What personal traits are required for employment in this field? What personal traits aid in the use of these services? Do we have them? How important are personal traits? Honesty? Carefulness? etc. of our social mores?		7. Expressing trait requirements: Diagram of a bank building. Editorial: "How the Bank Works."	7. Proper personal traits are essential in getting and in advancing in business jobs and in using business services.	7. Development of desirable traits and characteristics demanded of business workers.

ter and to determine what subject matter should be studied intensively. The initial presentation—review of the displays, hearing a speaker, taking a pretest, or whatever it may be—should therefore be followed at once by a general discussion that reveals what students know and what they need to learn. "What they need to learn" should be summarized by questions written on the blackboard or recorded by the class secretary. These questions should be screened by the teacher from the point of view of the goals of the unit and the objectives of the course. The questions should be *leading* questions—questions whose answers, when they are determined and made the basis of pupil performance, will lead the students to the understandings to which the unit is dedicated.

Typical leading questions that will guide pupil study and investigation are given in the accompanying unit outline. These questions are prepared to lead students to the achievement of the understandings enumerated in the Goals and Objectives columns of the unit form.

Expressive Activities

The usual Q-SAGO procedure is for individuals or committees to undertake the investigation of one or more of the leading questions. After researching in the basic class text and in supplementary materials, the student or the committee prepares a report; but, instead of the report's being an ordinary oral review of findings, the report is to be in the form of an expressive activity—a demonstration, contest, panel discussion, quiz, trip, or other method of making the findings vivid and memorable.

If students are familiar with this routine, they will themselves have many activities to suggest. If they are new to the Q-SAGO routine, however, the teacher will find the activities suggested in the Activities column of the unit outline very helpful. It should be noted that every activity must be an expression of the answer to one or more of the leading questions and must link directly with the related unit Goal.

When obtaining banking forms for the use of the class, the teacher (or assigned student committee) should remember not to impose on any one bank. Obtain forms from different banks; and, if this is inconvenient, model forms might be duplicated in the school.

The finest single activity for the entire class is doubtless a guided

tour of a bank. Unless several classes are studying this unit simultaneously, it is not difficult to arrange for a class to visit a bank during or after banking hours. A visit does more than teach the importance of being meticulous about one's own banking activities, although it does teach that. A visit reveals the whole organization of a bank, the variety of occupations involved in banking, and many other contributions of value to the learners.

Measuring Results

When students report their findings, their classmates will be in a position to challenge the reports; after all, every student has been investigating a question, and all the questions are broadly overlapping. The discussion and challenges and contradictions and the subsequent seeking of further evidence not only provide stimulating class activity

but also provide the basis for enduring learning. If the class, for example, does have a spelling bee on bank terminology (which is one of the suggested learning activities), more students will learn more new words and their correct spelling and usage than by any amount of self-directed home study or workbook projects.

No teacher, therefore, need hesitate to give his class a formal test at the close of the unit—either a test of his own creation or, preferably, of pupil creation. Students learn so much more through participatory activities than they do through reading and recitation that they will assuredly do well on any practical consumer tests given them. And that, fundamentally, is the underlying reason why pupil-activity approaches to learning, such as the Q-SAGO pattern, are so much more efficient for learning than are the traditional read-and-recite methods.

In a Nutshell

If the shading of meaning that distinguishes the colon from the dash is one that you have wondered about or that you have had trouble in explaining to students, this article will be of great interest and help to you. Permission is granted for you to reproduce these illustrations and their keys for use in your own classroom; you'll find they make a lively lesson.

The Colon or the Dash?

As the colon, in some of its senses, is somewhat akin to the dash, the question often arises as to when to differentiate in their uses. The fact is that many writers, because of their not knowing the laws of punctuation regarding the precise uses of these marks, use them rather indiscriminately. When this occurs, the dash usually appears so frequently that one is reminded of the literary critic of years ago who said that, judging by much of the writing of his day, the world certainly appeared very *dashy*. Some time later an old poet put his observation into these words:

All modern trash is
Set forth with numerous breaks and
dashes.

Perhaps reference to this quotation calls for an apology to those who use the colon and the dash, especially the dash, rather freely, for it is true that there is authority for using it sometimes when none of the other four chief marks or none of the minor points are altogether appropriate. It is certainly true, too, that not everything punctuated liberally with dashes dare be labeled "trash."

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However, while the colon is the intermediate point between the period and the semicolon and denotes a greater degree of separation than the semicolon, the separation is of parts, one of which is not necessarily intended to be more emphatic than the other. On the contrary, the dash, whose origin has been ascribed to the French, is generally a sort of graphic or emotional mark, indicating such a suspense in the sense as will have a peculiar or important effect on the memory, curiosity, or expectation of the reader. It sometimes has the force of a semi-exclamation point within the sentence. It has been called the *thought stroke*; that is, the mark that aims to set the reader to thinking because of its denoting *transition* or *emotion*.

It has been said that too frequent use of the dash in business correspondence is not good style. This is probably true, except in certain sales letters that, in some of their parts, endeavor to induce action through a degree of emotional appeal. It is

understandable, then, why many novels and stories are within the scope of acceptable grammatical composition, even though rather profusely punctuated with dashes.

Some stenographers become confused as to when to use the capital letter after a colon. Generally, the expression following a colon should begin with a capital if that expression would begin with a capital if written *alone*, as in the case of a formal statement, proper nouns, or direct quotation.

Perhaps the following will not only show the chief uses of the colon and of the dash but will also indicate the differentiation in their precise uses in the light of the laws of punctuation justifying their separate existence.

Dear Miss Jaymes:¹

As you are a stenographer, I am glad to give you an explanation of the uses of the colon. Here are its most common uses:² first, following the salutation of a business letter; second, before an enumeration when the items are introduced; third, after "this," "these," "following," and similar words preceding a quotation or a formal statement.

Miss Jaymes, you have just read the first two uses; the third one is as follows:³ "Congratulations on your desire to be able to use the colon properly."

Yours sincerely,

This example certainly shows that the colon is an interrupting mark used in a style pattern in which no intention of suspense or emotional transition is intended. Now, by comparison, perhaps it may be seen why the dash is preferred in the following:

Key to Illustrations

The Colons:

¹Following salutation of business letter.

²Before an enumeration when the items are introduced.

³After "this," "these," "following," and similar words before a quotation or formal statement.

The Dashes:

⁴Abrupt change in thought.

⁵Explanatory expression.

⁶Following a series separated with semicolons.

⁷Emphasis.

⁸Emotional sense between parts too closely related for other punctuation mark.

FIREARM INTERRUPTION

There are times, George, when⁴—but wasn't that a shot! Several persons are hurrying toward that old building. Must we face another of those dreadful scenes⁵—robbery, suicide, murder—all too common today? If there is to be less crime; if we are to be safe; if we are to be free from fear⁶—firearms should not be allowed in the hands of the irresponsible.

Those persons have become ominously quiet. They apparently see something beyond the old brick building. There is a policeman! He is speaking. Maybe it is safe to approach a little nearer. This sudden interruption is delaying us, but we will slip cautiously around the old building⁷—merely a moment's time and a few rods' distance—perhaps to be witnesses to a tragedy.

Ah! Too bad about that poor fellow there beside the policeman. He has been caught in the act. He has just

broken a city ordinance by discharging a firearm at⁸—a rat.

Now, let us modify the somewhat melodramatic style to the brisk, optimistic sales style, observing that the same purposes of both the colon and the dash apply.

Dear Teacher:¹

Here are three reasons why you are about to read a very unique personal letter:² first, because it contains the five uses of the dash (—) and the three uses of the colon (:), which you, as a teacher, thoroughly understand; second, because each of these uses punctuates an expression for which you will thank me many times; third, because I know, coming from so many who have been benefited, that you will appreciate this:³ "I will never destroy that letter."

This marvelous opportunity⁴—but let me make the sentence brief by emphasizing that it is your assurance of the very things you most desire⁵—Protection, Investment, and Security.

Because you are instinctively interested in Protection; because you rightfully and wisely seek safe Investment; because you are naturally concerned in regard to Security for yourself and your family⁶—Tri-Policy, the new and completely personalized insurance is yours for the asking.

We are living in an age when, as never before, thousands of teachers are seeking exactly what our wonderful Tri-Policy offers you. Now, take my advice and thank me later. Simply by signing the enclosed card⁷—merely a few seconds' time and a bit of ink—you will have invited the realization of a great opportunity.

Check these uses of the dash (—) and the colon (:) with the "key" above, read this message carefully again, and then reach⁸—for your pen.

Yours sincerely,

OFFICE EDUCATION

The Wire Recorder, My Assistant Shorthand Teacher

Shorthand teachers may have a bit of difficulty at first convincing the powers that hold the purse strings that a wire recorder in a shorthand classroom is well worth the purchasing price. From my own experience I have found it invaluable. It is an efficient timesaver for both the students and the teacher, it helps provide for individual differences, and it is a great aid for self-improvement on the part of the teacher.

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Warming-Up Device

At the beginning of the shorthand period, the wire recorder is unequaled for getting the class off to a fast start. I usually begin the playback of a 5-minute take a minute or two before the period begins.

Students arriving early have something to do immediately. Knowing that this dictation is available at this time, and knowing, too, that it will be repeated "for good" at the formal beginning of the regular class, students get to class on time.

While students are writing the second dictation at their desks, I write the take on the board. This writing we read back, from a student's notes if he was able to get it;

or, if he could not, from the blackboard. If it is a new take, I will then preview it and dictate it minute by minute, working out the vocabulary and the hard places. Then, at the end of this drill, the original recording is played back once more. The students are encouraged to find that they can easily take the dictation that at the first part of the period seemed very difficult.

The few minutes while the students are convening—those minutes that are usually wasted—are put to good use. Just multiply those minutes by the number of periods in the semester, and see how many more minutes of dictation practice have been added to the semester's work. (This extra time is especially important to the teacher who must teach a skill subject on a three-day-a-week schedule, as do many college teachers.)

Extra Dictation

Particularly valuable is the wire recorder when students clamor for extra dictation in order that they may pass a test. The month of May, for example, usually finds the shorthand teacher spending many extra hours dictating to students who would like to earn one more certificate or who have been having difficulty in reaching the minimum requirements. In giving these extra dictations the wire recorder saves both the time and the voice of the teacher; at the same time, it gives the students the extra practice they need.

In our school, there is no need to make an appointment with a busy teacher; the wire recorder is available in the laboratory at all periods except during the regular shorthand classes. Fifteen-minute spools are used for these recordings, each spool carrying two 5-minute takes. We keep seven spools always available—one each at the speeds of 60, 80, 100, 120, 140, 150, and 160. A student may choose his speed and take the dictation over and over until he masters the take. Each week I record new takes.

The recorder saves time also in giving extra brief-form tests. The first take on the test is always dictated personally; but, since I require that brief forms be learned with 100 per cent accuracy, that test must be written accurately even if it must be taken several times. So, I have recorded my brief-form test; and a student is permitted to take it any time that I can be present—I can proctor it at the same time that I can be accomplishing something at

my desk. Were it necessary to repeat such a test to only one or two students, it wouldn't be too time-consuming; but giving the test many times can use a great deal of time.

Individual Differences

The wire recorder is a great help in providing for individual differences. I have a group of students who are working at all levels from 80 words a minute to the 160 level. The struggling 80's are totally dismayed when dictation, even in short spurts, goes much beyond the 120 level; and those working on high speeds are actually bored with dictation below the 120 level. The wire recorder comes to the rescue again. While I work with the slow group in the classroom, the speed group can go into the laboratory, take a five-minute take, read it back, correct outlines, and then take the same material again. Conversely, when I take over the faster group, the slower one can be taking dictation from the wire recorder.

Private Monitor

Have you ever wanted to know how one of your lessons sounds? The wire recorder is again the answer. A one-hour spool will record an entire period. After the period is over, you can listen to yourself. Has time been wasted, or has every minute been used to the best advantage? Were you truly a host to your pupils and did you enjoy their being with

you? Were you patient and helpful? Was the lesson well prepared and well presented? Playing the record back in the quiet of your room after school, you can analyze your techniques and improve them. Any defects in your dictation—in-distinct pronunciation, peculiar accents, faulty intonations, or harsh quality of the voice—can be studied in the recording and corrected.

Private Coach

Best of all, from the alert teacher's personal standpoint, is that through the use of the recorder the teacher can be a "doer" as well as a teacher. How often I have wished that I had someone to dictate to me, so that I could bring my speed to higher levels. The radio, you say? But radio talks are too fast for one who has been giving the dictation instead of taking it; and, besides, I have no way of checking myself against the radio nor the opportunity of writing the take again. With the wire recorder I can play it back as many times as I wish. I can take a minute at a time, over and over again. I can practice words that are difficult and look up words of which I may not be sure. In other words, I can become my own coach.

A conscientious teacher of shorthand will often wish that he could be in two places at once and do two essential tasks at the same time. The wire recorder serves him as this "twin" self.

Motivation and Measurement

challenge and interest your students—if your students are like the hundreds of thousands of their predecessors who have enjoyed Mr. Briggs' problems in past volumes. By achievement, your students can win prizes and certificates that will attest their ability and stimulate their interest and effort. Note that the dead line for this contest is October 8.

September Bookkeeping Awards Contest

Four of the chief functions of the teacher in any class are to motivate, to demonstrate, to explain, and to test. The B.E.W. contest problems are intended to serve as material for either motivating or testing purposes. The problems can be used with any bookkeeping textbook; there are no restrictions as to how they may be used. Letters from hundreds of teachers and the certificates of achievement issued to thousands of students attest the value of the B.E.W. contest problems and the awards plan.

MILTON BRIGGS
Senior High School
New Bedford, Massachusetts

One contest problem will be published in this magazine each month of the school year through May—nine contests in all. Through participation in the contests, students may win more than glory and national publicity for themselves, their teachers, and their school; they may win cash prizes, Scholastic Achievement Certificates, and attractive two-color student certificates attesting their

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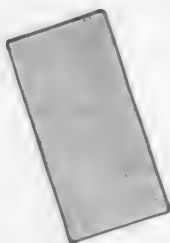
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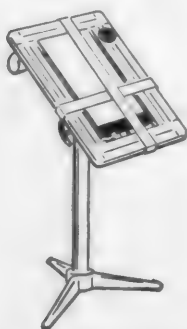
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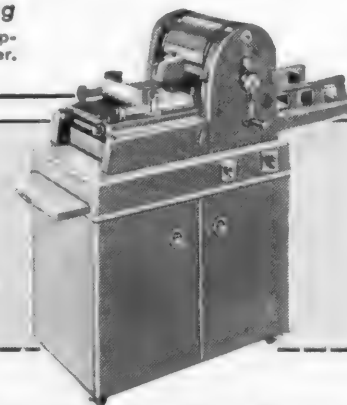


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DITHERS DRUG COMPANY Pay-Roll Record—Week ended September 10, 1949

No.	Name of Employee	No. Exemp.	Social Security Number	DEDUCTIONS*				Total Deductions	Net Pay
				Gross Pay	O.A.S.I. Tax	Income Tax	Savings		
1	Allbright, Harvey	1	022-33-7898	52 50		53	5 90	1 50	
2	Cleveland, Dorothy	3	052-22-6083	57 95		58	2 80	1 50	
3	Gardiner, Alfred	4	081-14-4321	62 75		63	1 80	50	
4	Lanzoni, Mary	2	092-22-1452	55 92		56	4 50	75	
5	Russell, Patricia	4	081-20-6810	59 95		60	1 20	50	
6	Sylvia, Richard	5	091-02-4332	75 09		76	1 60	75	
7	Thomas, George	2	081-14-1391	48 44		48	3 40	50	
8	Williams, Wayne	3	024-31-1809	58 14		58	3 00	1 50	
TOTALS									

No. Exemp.—Number of exemptions for Federal income-tax purposes.

O.A.S.I. Tax—Old Age and Survivors' Insurance Tax (1 per cent of the employee's gross earnings to help provide for pension).

Income Tax—Federal income tax (withheld by employer to be paid to the Collector of Internal Revenue for the employee).

Savings—A voluntary system of saving through a company credit union.

achievement in bookkeeping. All papers submitted in the contests are graded by an impartial board of examiners in New York City. Papers that do not meet an acceptable business standard will be returned with the reason for rejection.

How To Use the Problem

The purpose of the September contest is to emphasize early in your bookkeeping course the importance of certain mechanical essentials. These "mechanical essentials" are legible penmanship, formation of clear figures uniform in size, accurate addition and subtraction, neat ink rulings, and careful observance of specific directions. The problem introduces a ruled form commonly used in business offices, one with which all students of business should become acquainted.

This problem can be introduced into any bookkeeping class (it will take no longer than one or two periods to complete), or it can be made an extra-credit assignment. Many schools use the B.E.W. bookkeeping problems as part of their business club activity.¹ The problem may be duplicated so that each student may have a copy, or the necessary facts or figures may be dictated or written on the blackboard.

The Contest Rules

Because the monthly problem is presented in the form of a contest, certain rules must be observed:

1. AWARDS. First prize, \$3; second prize, \$2; honorable mention, a Scholastic Achievement Certificate

¹A school may receive from the B.E.W. a charter for a chapter of the Order of Business Efficiency when that school has won ten or more Senior Certificates of Achievement through participation in the bookkeeping or transcription contests. Write the Department of Awards for further information.—Editor

suitable for framing; for every satisfactory solution, a two-color, pocket-sized Certificate of Achievement.

2. CLOSING DATE. October 8, 1949. Send solutions (not less than five) to the B.E.W. Department of Awards, 270 Madison Avenue, New York 16, New York, postmarked on or before October 8.

3. IDENTIFICATION. Send a typed list in duplicate of the names of students whose papers are submitted. Print the student's name, name of school, address of school, and the teacher's name in full in the upper right-hand corner of each paper.

4. FEE. Remit 10 cents in check, money order, or B.E.W. stamps for each paper to cover in part the cost of examination, printing, and mailing.

5. JUDGES. Milton Briggs, Mrs. Claudia Garvey, Dr. Robert N. Tarrington.

The September Problem

Please read the following introductory paragraphs to your students: The purpose of this contest is to see

how well you can do some of the work a bookkeeper may be called on to do in a business office. Write legibly, make figures that are clear and uniform in size, check your additions and subtractions to make sure that they are accurate, follow directions carefully. If your work in preparing this contest paper is correct and neat, the *Business Education World* will send you a Certificate of Achievement that you will be proud to show your parents, friends, and prospective employers. If your paper is outstanding among those submitted in this contest, you may win a cash prize.

Directions to Students: Assume that you are employed as bookkeeper in the office of the Dithers Drug Company. This is a small wholesale business with eight employees in its sales department. In this contest problem, you are to copy and complete the weekly pay-roll record for these eight employees. (Teachers: Dictate the information shown in the accompanying pay-roll form, or have it written on the blackboard. Permission to duplicate the form and instructions is hereby granted if you wish each student to have a copy.)

Follow These Directions Carefully: (1) On plain white or composition paper, 8½-by-11 inches, copy the information shown on the pay-roll record sheet. Use pen and ink. (2) Fill in all blank spaces with the proper figures. (There are twenty-two spaces to be filled, including the totals for six columns.) Separate the columns of figures by ruling double vertical lines. Omit all dollar signs. In place of the decimal points, rule single vertical lines to separate dollars from cents. Separate the names of employees and the figures for each employee by a single horizontal line.



BUSINESS SKILLS are as important as athletic ones at the St. Alphonsus School in Dearborn, Michigan, reports Sister M. Mercita, O.P. The bulletin board, displaying awards won by business students in bookkeeping, shorthand, and typing, is maintained in one of the school corridors so that all the high school's students may see it.

Seven Suggestions for Teaching Business English

One of the world's great English scholars dedicates his textbook, "To my students, who have taught me all I know about Chaucer." I think of those words often, for the methods by which I now teach business English have been taught me by the students themselves—one thousand easy lessons. You, too, can learn, if the constitution is rugged. What have I been taught by my students?

1. *Lecturing will not work.* It is not possible to lecture good writing habits in nor the mistakes out. This is depressing, for it precludes our spending a pleasant hour discussing whys and wherefores. Furthermore, it take us to the place the remedial reading people have been for years; namely, that the spoken word is insufficient.

I dropped the lecture method suddenly several years ago. One youngster seemed perpetually on the verge of going to sleep. When questioned, she said, "All day long my teachers talk to me. I get tired of listening, and so I go to sleep. Nobody ever lets me do enough to stay awake."

2. *Tact, like verbs, must be taught.* Because it is primarily a social grace, many people find it as difficult to acquire as the ability to balance a teacup in one hand and a plate in the other. Frequently, high school students have an imperfect understanding of what tact is. A teacher cannot expect a tactful adjustment letter if the writer does not have the necessary maturity.

The teen-aged group is still close enough to childhood to see themselves first and the world beyond their own ego in dim perspective. They have little "you" point of view because they have not lived long enough to acquire it. Many students see nothing wrong in such a statement as, "Frankly, the salary you offer interests me more than anything else." Time is well utilized in discussing the tactful approach before the letter is written.

I did not realize how little youngsters know of tact until my first set of adjustment letters. The subject concerned a lost handbag. One girl ended with this statement, "Madam, if you hadn't been so careless in the first place, you wouldn't have lost your purse, and all this trouble could have been saved for both of us." Perhaps many an experienced cor-

MARIAN S. RIDOUT
Manual Arts High School
Los Angeles, California

respondent longs to be so frank, but only a high school girl dares!

3. *Discipline problems stem from three primary causes.* The student may see no relationship between the subject and his future needs. The material may be presented in such abstract fashion that it is beyond his ability to grasp it. He may find nothing stimulating enough to challenge his effort.

What answer do you receive from the girl who surreptitiously does shorthand during English class? Her reply usually is, "Oh, I have to do my shorthand. I have to get a job." Requiring commercial majors to take the course does not necessarily spell success. Adroit salesmanship is necessary to compete with the "vocational" subjects. A battery of pretests will call attention to the fact that the pupil has something yet to learn about grammar and punctuation.

I inquired the difficulty of a failing student. She countered with, "You talk about independent clauses and nouns being joined by conjunctions. I don't understand what a clause is. I don't know what a conjunction is. I don't even know what a noun is." This, in spite of a detailed presentation by usual methods.

That lesson taught me that pupils with similar impoverished English backgrounds can understand parts of speech reasonably well if the presentation is lowered to their level of comprehension. This "lower level" may involve drawing two boxcars on the board and labeling them "noun" and the coupling joining them "conjunction." It may include sketching a stick figure and designating it as somebody's "date." The modifying adjectives volunteered give a description high school girls are not apt to forget. Utilization of the blackboard for every point, no matter how simple, will help lift the mental fog surrounding our charges.

4. *Repetition, even supplemented by visual demonstration, is not enough.* The best situation in which to assure that a pupil will grasp fundamentals arises from those things that he, himself, creates after the formal presentation. Standard-

ized tests alone fall short of their good intentions.

Youngsters seem to develop, unwittingly perhaps, an immunity to a great deal of learning by this method. Conferring personally with each student about his own letter problems seems the best answer to getting him to remember essential points. Learning that lesson meant that I parted with an entire library of mimeographed tests—a sacrifice, for I was very attached to them.

5. *Letter problems should not be too advanced.* Solutions to any correspondence problem can be given in only limited fashion by the average teen-aged youngster. He has no lamp of experience to guide him through a highly complex situation involving the specialized fields of advertising, collection, or adjustment. It is impossible for him to write convincingly of subjects about which he lacks practical experience and matured judgment.

The position the average high school graduate is apt to hold will probably limit his correspondence to inquiries, orders, adjustments, and easy collections. Time spent solving problems on the secondary level that rightfully belong to a college course will bring diminishing teaching returns.

6. *Mail every letter if possible.* We used to write all the letters suggested by the text. Now we study them but create our own, tailoring them to fit situations as they arise. Notebooks or wastebaskets (ultimate end of hours of work) are poor sources of motivation. We sometimes stretch a point—and the course of study—but we mail almost everything we write.

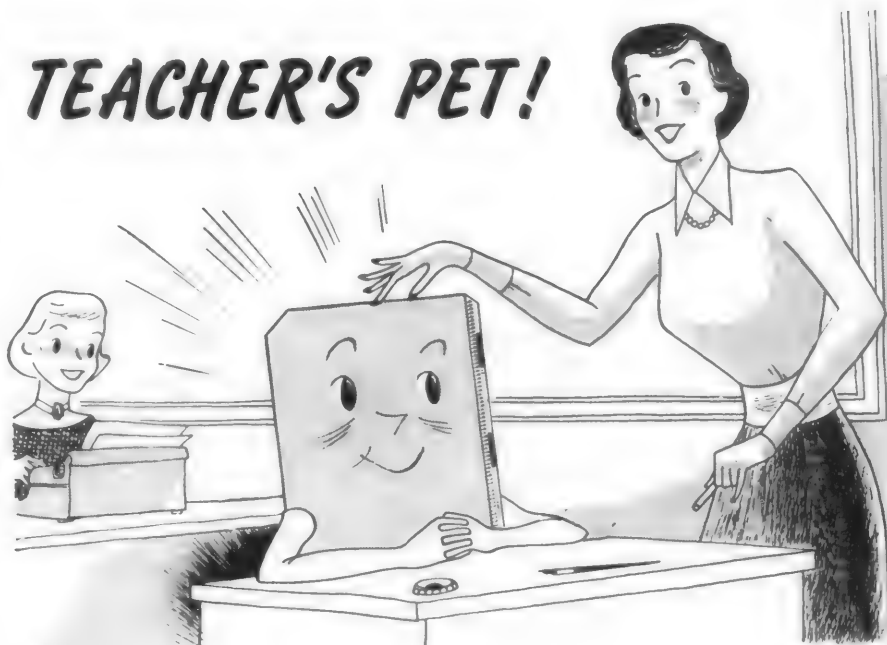
The answers, incidentally, form a course of study in themselves. One United States Senator, up for reelection, replied with a six-page letter.

7. *No business English class can be static and achieve anything.* Last year's lessons plans almost never fit this year's classes. Often last week's outlines do not fit the day for which they were planned. Cadet teachers in the class are sometimes disturbed by the amount of reorganization. To them, I cite Louis Leslie's remark that today's business English lesson should be built on yesterday's mistakes.

And So:

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teaching the apostrophe so that the student always uses it correctly, readers may expect a continuation of this article. As I remarked at the beginning, learning from the students is not easy because it involves

so much trial and error, the most difficult way of learning anything.

The sad thought crosses my mind that perhaps, after all, I shall not last until they teach me the apostrophe.

Dictation Material

Each month the *Business Education World* presents some 5,000 words of new dictation material for the use of shorthand teachers.

The materials selected for this purpose are given in perfect Gregg shorthand in the same month's issue of *The Gregg Writer*. Through the use of the cross index given here, these dictation materials serve also as a ready key to the shorthand plates in that magazine. The materials presented here are counted in units of 20 standard words.

Transcription Speed Practice

Dear Mr. Drake: As you know, the house in which you are living is very old, dating from the very earliest¹ days of our country. You are also aware that a number of legends in connection with the Revolutionary² War have been associated with our town.

Until the formation, several years ago, of the local³ chapter of the Historical Society, no serious attempt had been made to substantiate these⁴ legends. You will be pleased to know that diligent research has enabled us to authenticate these legends as⁵ actual historical occurrences in our town, many of them associated with your house.

The⁶ Society has a definite program designed to identify and perpetuate historical landmarks.⁷ We should like to include your property in this program and should like to have the appropriate committee call⁸ on you at your convenience to discuss plans to make it possible for you to co-operate with us. Please let⁹ us know when we may call. Very truly yours, (188)

Dear Miss Mason: It was a surprise and a very great pleasure to learn of the connection of my home with events¹ in the early history of our country.

I shall be happy to meet your committee two weeks hence, on Wednesday² evening, the 21st, at seven-thirty. You may be sure of my co-operation and that of my³ family to the greatest extent possible after we know more of your plans. Very truly yours, (77)

Dear Mr. Drake: The date of September 21, at 7:30 p.m., is a particularly happy¹ choice because it will enable the entire committee to be present.

In the meantime, perhaps, it will be² helpful to you if we state briefly that our program involves: (1) the placing of tablets and markers; (2)

the³ restoration of the original grounds and buildings insofar as possible; and (3), where possible, the⁴ acquiring of title to the property in the name of the Society. This brief statement may enable you⁵ to make some valuable suggestions to the committee. Very truly yours, (114)

Graded Dictation Letters (Anniversary)

For Chapter 1

Dear Sir: Can you come to Reading the end of this month? Mr. Lee will be there at that time. He is eager to get¹ more of your grain—is willing to take it all—but would like to get it at the minimum rate. Yours truly, (35)

Dear Sir: There will be a League meeting the middle of the month. At this meeting I am going to treat in great detail¹ the handling of our debt. I will need all the data at hand and would like you to get it here in a hurry.²

The Mayor will be at the meeting and will attack me; but with you and Mrs. Wray to aid me, I will not dread³ this attack. Yours truly, (64)

Dear Sir: Our team is in need of good training. The men need a man to drill them in tackling and kicking.

I hear that¹ you are good at this. Can you come to Green Lake and train our team in time? The game is with Merrick Hill. Yours truly, (39)

My dear Sir: I hear that the career of cattle man is not to your liking and that you desire to get rid of¹ all your cattle. I would hurry there to take them but I cannot get all the money today. My ready money² is limited but by the end of the month I can get what is needed. Will you take a little money at this³

CROSS INDEX TO GREGG WRITER PLATES

B.E.W. Page	G.W. Page
45 Actual Business Letters...	40
47 Bud and the Bank Examiner	48
50 By Wits and Wags.....	59
46 Dew Distilled from Rainbows	41
44 Graded Dictation Letters..	45
48 Junior O.G.A. Test.....	32
48 O.G.A. Membership Test..	28
46 Opportunity	58
46 Rubbish to Riches.....	55
46 Sizing Up a Billion.....	39
45 The Cat's Meow!.....	38
47 The Devil's Most Powerful Weapon	57
44 Transcription Speed Practice	33
46 Wax from Waste Pulp....	56

DR. A. E. KLEIN
Hunter College
New York City

time? I could then take the Green Limited to Laramie and meet you at the Gray Eagle. Yours truly, (78)

Dear Sir: I desire to eliminate any error in our data. Mr. Clay is willing to aid. Could you¹ aid too? I am in great need of your keen memory. Can you come to Helena this month? Yours truly, (38)

For Chapter 2

Dear Sir: The desk you shipped me the first of the month has a deep scratch. When can you have your man come to take it back?

I¹ am in every morning until 11. If your man should come after that time, he can get in by seeing² my neighbor, Mrs. Flynn, for the key. Yours very truly, (50)

Dear Sir: I like very much the plans for your dress factory but the places you mention for its erection are,¹ I think, too far from the mills. After some study and analysis, my selection would be Mason City.

Before² you take any action in this matter, I should like you to come to the Statler, the first chance you get, and meet³ with Mr. French. He can save you a pretty penny, because he is very well informed when it comes

to tax matters⁴ and to labor in the cities in this part of the country. Very truly yours, (95)

Dear Sir: I did not get your letter until today, as I was in Dallas over a month.

Plans to save money¹ are always most welcome, but I fear that your scheme for making cheaper kitchen ranges will not work. At first glance, I² could see nothing amiss with the scheme, but after studying all phases of your plan and making a thorough step³-by-step analysis of everything needed, I traced every step and checked all the figures once again;⁴ and this time the error in your presentation flashed into my brain. This error is in the income section of⁵ your analysis. It is far from easy to see; hence I cannot tell you all about it until you come to⁶ the factory to see me. Very truly yours, (129)

Dear Sir: I finished reading your thriller, "The Sacred Pencil," the other day. It is fascinating, to say the least. It will be published in the next issue of "Mystery Thrillers."

If you have any more as good, I will take² them all. Yours very truly, (45)

For Chapter 3

John: Don Jones has to undergo a major operation. His doctor says it will not be possible for him¹ to come back this semester.

I recall that you have had some training as a cheer leader, and with a little² preparation I know you could easily fill Don's place. As the first major ball game of the season is but three days³ off, I should like you to start training immediately with the other cheer leaders. Call me at Topping⁴ 3-4500 and tell me if you can make it. Paul (89)

Dear Sir: You may recall that when I saw you in Deering, during the week of the 15th, I mentioned that I did¹ not like the model of the Consolidated Sewing Machine you showed me because it had one major weakness²—the thread broke too often. After getting home and speaking with several owners of this same model, I am more³ convinced than ever that this is the case because they all have registered this same complaint with your company.

I⁴ still think a lot of the Consolidated, though, and it is my opinion that it is a better machine than⁵ any I have ever had in my shops. I like the manner in which the motor works and the ease of operation⁶ of the important parts. I have never seen a machine that could be thread-

ed more easily. But these factors⁷ are more than offset by the time lost in threading after each break. If only the thread did not break so often, I⁸ would order twenty of your machines immediately, for I believe that with them, my employees could really⁹ work much more rapidly

than on those I have at present. If it is possible to fix this, you can put the¹⁰ Consolidated at the "top of the ladder." Very truly yours, (212)

Dear Sir: The cloth ordered by you on the 7th came yesterday. I am sending it to you immediately.¹ Yours truly, (22)

Actual Business Letters

To the Governor of New York, State Capitol Building, Albany, New York. Honorable Sir:

Perhaps you have¹ already heard the story of the two motorists going in opposite directions who met on a one-lane² bridge. Driver No. 1 stuck his head out of the window and shouted, "I never back up for any fool!" Driver³ No. 2 shouted back as he slipped into reverse, "I always do!"

Driving conditions like that illustrated⁴ in the story may not be dangerous so long as 50 per cent of the drivers are not fools; but apparently⁵ the drivers of the two cars shown in the enclosed pictures spoiled the ratio of one wise man to one fool, for⁶ you will notice that both cars are badly damaged, and that one is balanced precariously on the edge of the⁷ bridge after having broken through the guard rail, and is about to topple twenty feet to the bottom of the gully.⁸ Luckily no one was badly hurt this time, nor in the other numerous minor accidents that

have occurred⁹ on this same bridge and its approaches.

This narrow bridge and the extremely dangerous approaches to it have¹⁰ been brought to the attention of various local and state officials many times by private citizens as¹¹ well as civic organizations, but not the slightest effort has been made to initiate corrective measures.¹²

Will it be necessary to wait for a major disaster before something is done about these conditions?¹³ Respectfully yours, (264)

Mr. T. D. Johnson, 457 River View Drive, Edgewater, New York. Dear Mr. Johnson:

The traffic¹ hazard outlined in your recent letter has been discussed with the State Road Commission, which, fortunately, was in² session this week. A full report will be made to me within two weeks, at which time I will write you again.

Thank you³ for calling my attention to this particular situation. Very sincerely yours, (76)

This Month's Gregg Writer Articles

The Cat's Meow!

The cat's whiskers! Not long ago that was a popular exclamation. Anything that was "the cat's whiskers" was¹ especially good, especially effective. And, you know, there is something appropriate about that expression² because cat's whiskers are especially good and especially effective. To a man, whiskers are a nuisance;³ but, to a cat, whiskers are radio, radar, and maybe television all rolled into one.

With the aid⁴ of his long, sensitive whiskers, a cat feels his way around at night. By the touch of these wiry hairs the cat can⁵ tell even in the darkest dark whether any opening he wishes to enter is big enough for his body⁶ to pass through quickly and safely. The whiskers are attached to very delicate nerves and must never be handled⁷ roughly even in play, for a tug on a whisker causes the cat as much pain as you would feel if someone jabbed a pin into your cheek.

A FACE like a cat! If anyone described your face like that, you would probably be⁸ angry. You ought to feel honored, for the cat's face is one of the few portraits that no artist has ever been able¹⁰ to paint entirely satisfactorily. There are certain mysteries in the personality of a¹¹ cat that actually will not lend themselves well to a portrait. Practically every great painter has tried¹² to make a study of a living cat; yet it is said that not one of the artists has himself been pleased with his¹³ own work.

The most difficult part of the face to paint, we are told, is the eye of the cat. It has a strange mixture¹⁴ of innocence and mystery, a mixture that changes with the hours of the day, so that no artist has been able¹⁵ to capture it accurately.

A PURRRRRFECT day! Another catty expression that has come into our language¹⁶ is the word perfect. We cannot be certain, but it is quite possible that the humming purr of a con-

tented" cat may be the origin of that word. It well might be so. To us humans, anything that is sublimely¹⁸ satisfactory is perfect. To cats, it's simply *purr*.

DON'T pull my tail! Many persons have wondered why a cat¹⁹ goes so wildly out of control when anyone, even a baby, pulls its tail. Well, there's a reason. The cat's tail²⁰ is part of its backbone and is attached to the cat's brain. Pulling the tail of a cat is equivalent to stabbing²¹ or slugging a human's backbone. For a moment the pain is absolutely and literally maddening. (440)—*Adapted from notes by the American Humane Education Society.*

Wax from Waste Pulp

A new source of wax, which will yield some ten million pounds annually, is the waste pulp which remains after processing¹ henequen or sisal rope fibers. Obtained from Mexico's Yucatan peninsula, this wax is similar² in many ways to carnauba wax, a product of Brazil used in shoe polish, floor polish, candles, and other³ wax-base materials. Another evidence of the new trend to find valuable commodities in⁴ "the dump heap"¹ (82)—*Badger Paper Mills, Inc., Peshtigo, Wisconsin.*

Dew Distilled from Rainbows

from "MONSANTO MAGAZINE"

The beekeeper gaped at the empty honey frames. Wearing a hat and sporting a veil reminiscent of Salome,¹ he was enough, the casual observer might say, to scare the bees away. This one wasn't in the bee books.²

Loads of honey had occupied those frames a short time before. And he had installed the bee escape so it would be³ there when he had time to take it next Sunday. But he hadn't figured on that crevice under the cover's edge through⁴ which the wily bees had apparently come in, stolen the honey, and taken it down to their hive body.⁵

Experiences like this sometimes happen to the many beekeepers who follow apiculture for pleasure. While⁶ many Americans have gone into beekeeping as a cash-earning proposition, the greatest number are⁷ in it just because they like it.

Whether the keeper is a brand-new convert or an old-timer around the⁸ hive, both have fallen prey to the unending fascination of the bee's extraordinary social system. They⁹—or biologists, either—haven't any clue as to how it began; all they know is that it exists.

IMAGINE¹⁰ if you can that you have fifteen thousand to seventy-five thousand children under your roof. There would be havoc,¹¹ wouldn't there? But you'll not find confusion among the thousands of bees. All are classified; each who has a job¹² does it.

Let's take a look into the hive and see what makes it buzz. You find three classes of bees here—the queen, workers,¹³ and drones. Even if the

queen bee were mistress of ancient Egypt, she could not be more honored. Workers build her cell¹⁴ much larger and feed her royal jelly to groom her for her exalted duties. She alone can perpetuate¹⁵ her species—primarily workers and drones—sometimes depositing more than three thousand eggs a day. Little wonder¹⁶ that the simile, "queen bee," is so apt. She may reign for five or more years, though in commercial apiculture¹⁷ she is usually replaced every second year.

If the queen bee performs her function well, the worker bees¹⁸ reward her by supplying her continuously with sweetmeats from their lips. If she fails, she loses their affections,¹⁹ they drive her out and confer her duties upon a new queen. So it's really the workers who "rule the roost."²⁰

The workers, who are much smaller than the queen, make up the bulk of the colony, and it is they who do all the²¹ toil. They provide the wax and build the comb. They haul in the water, bring in nectar and pollen, food for the unborn, and²² collect propolis, a gummy material extracted from the buds of trees and used as glue in new comb²³ construction. They tend the larvae, clean the hive, evaporate the nectar, and guard against robbery. They literally²⁴ work themselves to death, and at the height of the nectar season often die in six weeks. That old saying, "busy" as a bee," has fact behind it.

IN GATHERING her product, the field bee sucks the nectar from the flower with her²⁵ tongue, which assumes the shape of a tube, then transfers it to one of her two stomachs, which is used only to carry²⁷ this liquid. It becomes honey after it is placed in cells and evaporated, a process the bees carry²⁸ out by fanning the nectar with their wings. On each of her many daily trips during the honey flow, the worker²⁹ bee may fly a mile and a half round trip.

Just as the family has its black sheep, the bee hive has its do-nothing³⁰ drones. They are parasitical, lazy, and since they are the only males in the colony, the workers³¹ tolerate them.

HONEY and bees were universally known throughout the ancient world. It has been assumed that honey³² formed a basic ingredient of the secret embalming recipe which Egyptians used to mummify their³³ noble dead. Aristotle called it "dew distilled from the stars and the rainbow."

Considering the ageless importance³⁴ of bees throughout civilization, it is not strange that tremendous study has been made of things affecting³⁵ honey yields. The season, the queen, and the beekeeper's handling all affect the harvest, and it may vary³⁶ extraordinarily.

Bees, which are more widely distributed over the world than any other insect or animal,³⁷ can misbehave, too; or so it is looked upon by many bee men. A most annoying characteristic³⁸ is their swarming. This instinct causes the colony to divide itself: part of the bees and the queen "swarm out" to³⁹ establish a new home; the balance stay on in the old homestead and hatch a new queen.

The queen lands, usually⁴⁰ on a tree limb, and thousands of bees cluster around her, forming a huge, hanging ball, until scouts find a permanent⁴¹ home site. Swarms are usually cornered by cutting the limb and raking the bees into a box.

PRACTICALLY⁴² all beekeepers get stung at one time or another. The best cure for stings, they say, is to avoid them. With proper⁴³ manipulation, the bees will not be provoked and won't sting you.

Keeping bees is not simple, nor all sweetness⁴⁴ and light and honey. It carries with it stings and swarms and patience, but to the backyard beekeeper—it's worth it. (899)

Opportunity

WILLIAM SHAKESPEARE
in *Julius Caesar*

There is a tide in the affairs of men,
Which, taken at the flood, leads on to
fortune;

Omitted, all the voyage¹ of their life
Is bound in shallows and in miseries.
On such a full sea are we now afloat;
And we must take the² current when it
serves,

Or lose our ventures. (47)

Sizing Up a Billion

from ADVERTISER'S DIGEST

It is interesting to determine by comparison just how much \$1,000,000,000 really is.

By¹ placing dollar bills on top of each other, you would create a billion dollars when the pile reached a height of sixty² miles.

If all the silver coins in the pockets of United States citizens were added to the silver coins³ in the banks and those in general circulation, you would still not possess a billion dollars.

Of the 15,000⁴ nationally known corporations, only forty-five have assets of a billion dollars or more.—*Goodall's News.* (101)

"Rubbish to Riches"

Badger Paper Mills, Inc.
Peshtigo, Wisconsin

America has often been called a wasteful nation, and it would be difficult for us to deny the charge gracefully.¹ In the matter of food, for instance, it is claimed that more than one foreign family could live well on² the food thrown out by some of our families! A sad state of affairs, indeed. There are signs, however, that our³ national conscience is waking up to the facts of our profligacy. We are making rapid progress in the⁴ husbanding of our God-given resources. We are beginning to reclaim vast dump heaps and finding them to be⁵ veritable "gold mines" previously untouched. Americans may once again return to at least a measure of⁶ the frugality practiced by the founding fathers . . . to the greater glory and strength of our nation!

Try to⁷ imagine four years' production of anthracite coal (U. S.) heaped into one pile! Quite a mountain range, you say? Yes, and⁸ that's exactly what the 200,000,000-ton accumulation of waste coal amounts to in the great silt banks⁹ of north central Pennsylvania.

About a ton of this silt—small particles of coal, slate, and rock—is washed from¹⁰ every ten tons of anthracite coal prepared for market. Because it constitutes a terrific economic¹¹ waste, and a difficult disposal problem is involved as well, experts of the Anthracite Institute¹² Laboratory have been working to find the answer to the riddle.

Success appears fairly certain for two methods¹³ evolved by the research men. One test plant converts the silt into fuel gas which might prove invaluable¹⁴ to industry. Another plant compresses it into wiener-like pellets for use in home furnaces and¹⁵ probably for power-plant furnaces. When you consider that about ten thousand BTU's of heat can be produced¹⁶ from a pound of silt, as compared to thirteen thousand BTU's from the same amount of coal, you can see why¹⁷ the project promises a tremendous reward.

So, before long, it will not be necessary to throw away¹⁸ every tenth ton of anthracite to add to the silt-bank's eyesore. And if current experimentation results¹⁹ in commercially practical ways for making synthetic gasoline and oil from the silt, the motoring²⁰ public may gain a new source of fuel for its thirsty automobile engines. Yes, the silt banks may well prove to²¹ be a mighty reserve of power to be used against a foe who would dare to attack our shores! (437)

The Devil's Most Powerful Weapon

from INSPECTION NEWS

Once upon a time the devil had an auction sale of his many weapons. These consisted of packages¹ containing his various means of getting people in his power. There were packages marked "greed"—"dishonesty"—"crime"—"meanness"—and hundreds of other traits which enabled the devil to win over human beings.

Many seekers² after power attended the sale. When it was over one buyer spied a lone package high up on a shelf. He³ asked if it were for sale. "Oh, no," the devil replied, "that is my most powerful weapon. With that package alone⁴ I can get my victims. You can take the rest of my weapons, but not that one."

The would-be buyer was curious.⁵ "What is in the package?" he inquired.

The devil grinned sardonically. "That package, my friend, contains 'discouragement'!"

HOW MANY people do all of us know who go down because they grow discouraged! It is then that they lose their⁶ grip and are vulnerable, and it is then that the devil gets his toe hold.

There are those who speak of failure, of⁷ defeat, of death. They speak of the end of all they cherish and the hopelessness of those dreams which have failed to come true.⁸ They despair and surrender, and their courage dies; they no longer put up a fight.

But against these are millions who⁹ take it in their stride. Knocked down, buffeted about, they still give the devil as good as he sends. They don't cry on¹⁰ anybody's shoulder. And other men and women look at them enviously and wish they didn't have any more¹¹ to worry about than these apparently carefree souls. There are not only innumerable cases of courage¹² and bravery that come to public attention, but just sit down for a minute and consider those men and¹³ women who push on day after day facing all kinds of trouble and disappointment, but who remain unsung.¹⁴

Disappointment and hardships, poverty and ill-health are hard to bear—there is no denying that. And when we put our¹⁵ all into some effort and

the results are negative, it is only human to be disappointed; but that¹⁶ doesn't mean we get discouraged and quit. We just stiffen the old backbone and go at our job harder.

THE FAMOUS¹⁷ fighter James J. Corbett, expressed it well: "Fight one more round. When your feet are so tired that you have to shuffle back to¹⁸ the center of the ring, fight one more round. When your arms are so tired that you can hardly lift your hands to come on guard,¹⁹ fight one more round. When your nose is bleeding and your eyes are black and you are so tired you wish your opponent would crack²⁰ you on the jaw and put you to sleep, fight one more round—remembering that the man who always fights one more round is²¹ never whipped."

The devil may keep his weapon of discouragement. If we keep our confidence and faith, he will find²² that his weapon has lost its power. (486)—Published by the Retail Credit Company, Atlanta, Georgia.

This Month's Gregg Writer Story

Bud and the Bank Examiner

by EDITH O'NEIL MACDONALD¹

Bud St. Clair, the young assistant cashier of the only bank in Pineville, was alternately singing and whistling in the very joyousness of carefree youth. The president and the cashier were both away; moreover, Bud was the younger brother of the president, and, so, no fear of officials or of red tape kept down his spirits.

The telephone rang. "Hello! Yes. No, St. Clair, the assistant."

As he listened to the voice that came over the wire, his face lengthened visibly.

"What's the trouble?" Miss Wade, the little stenographer, asked, when he hung up the receiver.

"Oh, not a thing, except that the bank examiner is coming on the next train, and that we are to camp right here and give him the glad hand, and help him to look over things. Here it is nearly four o'clock. Isn't that a greenhorn's luck?"

He began to straighten out the things on his desk. "Look at me putting the mucilage brush in the ink bottle. I'm getting rattled already."

In spite of his air of carelessness Bud was worried. It was not uncommon for him to be left in charge of the bank in the afternoon, but he had never been present during a visit from an examiner, and he knew not what to expect.

A LITTLE before five o'clock the examiner, whose name was Golden, arrived and presented his government card and signature. Bud explained

¹From "Stories of Americans at Work," by Davis, Getchell, and Foss. Copyright, 1941, by Ginn and Company. Reprinted in shorthand by special permission of the publishers.

that in the absence of the president and the cashier he was in charge, and they immediately started to work. In accordance with the official's request, Bud first brought out the currency, which Golden counted. There was something more than \$7,000. As Golden turned away, Bud sighed and looked surreptitiously at the clock. It was after supper time and he was hungry.

"Have you had supper?" he asked the examiner, who was jotting down some figures.

"No, I'm not hungry, and I want to catch the night train out, so I'm in a hurry to finish; but you can go to supper."

"Oh, no!" Bud said politely.

He could not shut the vault when the official was in charge and he could not go to his supper and leave it open. But he looked a little less cheerful than usual as he thought of the ledgers to be balanced, and the loans and discounts and numberless other things to be gone over.

"Just bring my bag, will you?" the examiner asked.

Bud brought the bag. Golden took out his blank reports and then set the bag down beside him.

"Your reserve fund is too low," the examiner said to the young assistant, as he prepared to write his report.

"Yes, it is," Bud admitted, "but we are overloaned, and as a result we are not carrying as much cash as usual, because we wanted to keep as good a balance as possible with our correspondents."

"Well, you'd better go down and wire Albany for twenty-five hundred. Ask for legals, two hundred fives and a hundred and fifty tens."

"Oh, I can phone the message to the telegraph office," Bud said.

Sitting down at his desk, he picked up the telephone and gave the number

of the telegraph office. Then he jotted down the message on a piece of paper. His back was turned to Golden and Miss Wade.

The examiner stood making his report by the pile of currency. Miss Wade was directly behind him at another desk, with her back toward him. There was nothing for her to do for a moment and she seized the opportunity to adjust her hair. Pulling out her little "vanity case," she opened it noiselessly. As she raised the little mirror in front of her face, she suddenly stopped all motion and stared into the glass as if petrified. Then, with a startled movement, she lowered the mirror hurriedly, replaced it in the case, and again bent over her work. From behind her came the steady rattle of papers. Bud was giving his message over the wire.

MISS WADE'S hands shook visibly as she bent over her work. She dipped her pen into the wrong ink, made a blot, and then erased it. When Bud at last hung up the receiver, she seized a deposit slip and began to write rapidly. Bud sauntered over to the examiner.

"You can put the cash back now," Golden suggested. He was still working on his report. Bud carried the bundles of currency into the vault.

"Will you help me a minute, Mr. St. Clair?" Miss Wade asked, when he came out.

Bud looked at the girl, and the careless expression on his face vanished. She was deathly white. He thought that she was tired out, and opened his lips to tell her to go home, but the queer, strained appeal in her eyes puzzled him, and he stopped beside her in silence. With a glance over her shoulder she shoved the deposit slip before him.

"He put money in his bag," Bud read. The young cashier crumpled the paper and put it into his pocket.

"You have that all right, Miss Wade," he said calmly, although his heart seemed to be climbing into his mouth. He tried to steady himself and to think connectedly. Of course the girl might be mistaken, yet—he thought of the revolver in the long desk where Golden was working. He scribbled hastily on a piece of paper. "Call him to help you," the message read.

Bud crossed to the desk where the

examiner was working. A rubber band snapped, and the boy seized the chance of opening the drawer to get another. He hurriedly glanced over the array of rubber bands, stamps, and other articles in the drawer. *The revolver was not there!* Bud stood in dazed uncertainty. He was positive that he had put the revolver in the drawer, but he was not absolutely sure that he had noticed it there lately. In his absorption he dropped the band into the wastebasket. Both he and Golden bent to get it, but the official was quicker, and came up holding the band.

"My fingers are all thumbs today," Bud said with a laugh.

"Will you please show me about this, Mr. Golden?" Miss Wade asked.

GOLDEN turned his back, and Bud again searched the drawer. He opened the other drawer. The revolver was not there. Bud stood still, thinking nervously until Golden came back.

"How long have you been in the bank?" the examiner asked, as he came back from Miss Wade's desk.

"About nine months," Bud replied.

Miss Wade began to use the adding machine, and conversation ceased. Bud racked his brains. He had a strong impulse to go for help or send Miss Wade, but he was afraid that if the man really was a bank thief he would suspect a trap and escape. Then a plan flashed into his mind.

"Do you count the silver next?" he inquired.

"Yes. Is there much of it?"

"About sixty pounds. It's hard lugging," Bud hinted.

"Perhaps we had better count it in the vault, then. It will save time."

He picked up his blank reports and started for the vault. As Bud followed along behind, humming carelessly, he made a quick gesture to Miss Wade. She left her post and crossed the room toward the directors' room. Bud followed the examiner into the vault.

"It's down below there in the chest," he directed.

Golden knelt before the safe. "You are the youngest man I have ever found in sole charge of a bank," he remarked. "Don't you think you're pretty young to shoulder so much responsibility?"

"Time will tell," Bud replied modestly, with a nervous glance over his shoulder. He stepped a little to one side, and apparently by accident bumped into the kneeling examiner.

"I beg your pardon," he apologized, "this vault is so small and my legs are so long that I can't seem to find room for them."

WITH THAT explanation he moved backward and stood in the open door of the vault. Immediately it swung gently around, impelled from behind by the trembling hands of the stenographer. Bud felt the movement of the door behind him, and his heart beat suffocatingly. He put his hands behind him to gauge the progress of the door. As he did so the examiner rose to his feet. Bud stepped back precipitately and stopped the slow journey of the ponderous door.

As Golden walked past Bud into the cashier's room, he glanced sharply

around the door at the flushed face of the little stenographer.

"I guess I'll count the silver out here," he said; "It's too close in the vault. Bring it out, will you?"

Bud hesitated. He had no mind to give the man a chance to shut him in the vault. Neither did he propose to leave Miss Wade alone with him.

"Bring out the silver," he said to Miss Wade, as he pretended to busy himself with the books and papers. The frightened stenographer obeyed tremblingly; Bud kept one eye on his work and the other on Golden.

THERE was dead silence in the bank as the three worked. The examiner counted the silver and Miss Wade returned to the vault. While she was bringing out the notes and certificates, Bud sat down at the telephone and called central. Golden looked around sharply.

"I'm going to have a bite to eat," Bud remarked casually. "Give me LaBrake's Hotel," he said to the operator. "Hello! LaBrake? Oh, this you, Georgie? Well, say, I'm stranded at the bank without a bite to eat, and I want you to bring me up a lunch. What you got down there?"

He listened intently. "Well, that's better than starving. And, say, you remember the other day, when we were fishing, the sausage I swiped out of your pocket? Well, put in one like that. Yes, I know it is hard to digest, but I need barrels of little things like that. Haven't had a bite since dinner. And, say, bring back my sweater. There's some stuff in the pockets I want. And hustle up!"

George LaBrake, who was Bud's "chum," hung up the receiver and sat staring at it. The "sausage" Bud referred to was a six-shooter, and he had said he needed "barrels" of it. What was Bud doing at the bank without any supper, anyway, and what did he mean about his sweater? George had no sweater of Bud's and, so far as he knew, Bud had no sweater. Suddenly a suspicion came to him and he dashed for the kitchen. After piling all the food he could find into a basket, he ran upstairs and put on his sweater. Then he hurried up the street to the bank and pounded noisily on the door, as he often did when making a friendly call.

(To be continued next month)

O. G. A. Membership Test

In our mad effort to get ahead, it is to be hoped that we shall not lose sight of where it is we want to go.¹ Though great stress is placed on haste and efficiency, it should be kept in mind that these things are not in themselves the most² desirable. Only when applied with wisdom and purpose are they useful. What good is haste if it takes us more³ quickly in the wrong direction? What good is efficiency if it means less happiness? We cannot reap the joy⁴ and contentment we desire unless it is of enduring value. It isn't the rapidity with which a⁵ man progresses that is important; it is the destination in view. (113)

Junior O. G. A. Test

Hi, Mae,

I found your letter waiting for me when Ross and I got back from our trip several days ago. What a¹ wonderful vacation it was!

I have always wanted to sit on the bank of a brook and paint a picture, and² that is exactly what I did. My finished picture may not have a professional touch, though I think it will appeal³ to you.

I had many interesting experiences. I will let you hear about them when I see you⁴ Wednesday afternoon.

Remember me to Frank. As ever, Catherine (92)

Announcing the 1949-1950

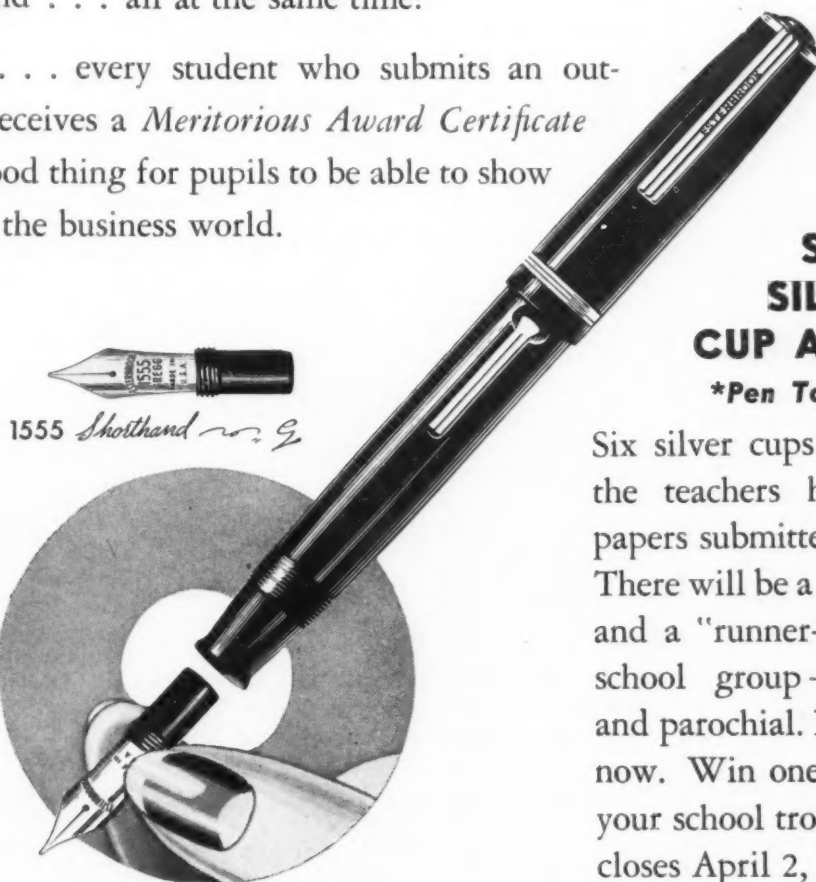
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Frankly, Benson, you've looked worried lately, and your work has been slipping . . . now if there is something I can do to help, other than give you a lighter schedule, of course . . .

Wits and Wags

JUDGE: What possible excuse can you give for acquitting the defendant?

Foreman of the Jury: It's insanity, your honor.

Judge: What! All twelve of you?

"HAVE YOU shown me everything you have in the shop?"

"Not quite, Madam. We have an overdue account of yours on our books if you would care to see it."

TEACHER: Betty, how old are you?

Betty: Six.

Teacher: When will you be seven?

Betty: On my next birthday.

THE DAY BEFORE a big college game a bombshell burst on the coach with the dean's announcement that the star player had been disqualified. The coach hurried to the dean to ask why.

The dean said, "We caught him cheating yesterday."

"I don't believe my player would cheat," the coach blustered. "What evidence do you have?"

"The star athlete sat right across from the star student. When their examination papers were compared, it was found the two were identical on the first nine questions."

"But," said the coach, "that doesn't prove anything. Maybe the player crammed."

"I can answer that best," said the dean, "by the manner in which they replied to the last question. The star student wrote, 'I don't know.' The player wrote, 'I don't know, either.'"

LITTLE WILLIE, home from school, where he learned the Golden Rule, said, "If I eat up this cake, Sis won't have a stomach-ache."

Speakers Say

I don't know why you have me here again to say once more the things you all know I always say. I am like the railroad station attendant who stuttered.

A dozen times a lady with a little boy came up to this attendant to ask at what time the 4:48 was due to depart. "At f-f-f-four f-f-forty-eight," the attendant replied. At last he added, "B-b-but why d-d-do you k-k-keep asking me?"

"My little boy loves to hear you stutter," replied the lady.

I guess you like to hear me say it again, too.—Frederick Nichols, at the N.Y.U. summer conference.

(When asked a remote technical question about a change in Gregg Simplified:)

If I knew all the answers, I'd have written the new *Manual* myself!—Dr. Robert N. Tarkington, in Miami.

I'm really an outsider here. I heard about an outsider when I visited a parochial school recently. The Sister in charge of art instruction passed crayons to the students and suggested that they draw a picture of a holy group. When Sister collected the pictures, she was puzzled by the drawing by Tommy.

"Tommy," she said, "I recognize these three holy persons you are showing in this airplane that you have drawn. But who is the fourth person?"

"Why, Sister," exclaimed Tommy, "haven't you heard of Pontius the Pilot?"

As Chairman today, I am more paunchious than pilot, I'm afraid.—Dean Collins at the N.Y.U. summer conference.



Just put, "girl, beautiful, 21, wants a position, or husband!"